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ABSTRACT

During the 1997-98 fiscal year, the New York State Middle School Guidance and Career Development Cadres continued to be funded under the Carl D. Perkins Vocational and Applied Technology Act. Twenty career cadres formed by each Tech Prep Consortium continued training middle school staff in career development principles. These career cadre projects conducted staff development activities for schools participating in the consortium and other schools in the coverage area. Membership for all cadres was reported as 222. Members included tech prep coordinators, middle school teachers, guidance counselor, administrators, administrators, school personnel, and social workers. The cadres conducted 207 events serving roughly 12,300 participants and 4,100 students. Staff development activities included statewide conferences and workshops and local or self-directed training and development undertaken by cadres. Cadres conducted turnkey training events that raised awareness and developed expertise of various stakeholders involved in educating students and preparing them for the world of work. Cadres were continuing to prepare turnkey trainers in topics related to middle school career development. Cadre team leaders raised concern and issues, including requests of assistance to deal with fiscal problems, funding issues, and accessing real support from school districts to perform turnkey training. (Appendixes include lists of tech prep middle school cadres and turnkey training.) (YLB)

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ED 422 474

Middle School Guidance and Career Development (Career Cadre Initiative)

1997-1998 Final Report

Submitted to

Office of Workforce Preparation and Continuing Education & Bureau of Higher Eduation Opportunity Program/ VATEA/Scholarships

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Introduction

During the 1997-98 fiscal year, the New York State Middle School Guidance and Career Development Cadres continued to be funded under the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA Section 222). The goals and objectives, during FY'1998, were as follows:

- Continue to prepare turnkey trainers in topics related to middle school career development. All training for cadre members and local consortiums is expected to address the principles of the New York State Learning Standards for Career Development and Occupational Studies (CDOS). The CDOS is designed to help all educators address student career development needs and assist students in the transition from school to work.

- Develop and implement four or more related training activities, serving a total of 500 or more community members, teachers, school counselors, parents, business/organization representatives from the local Tech Prep consortium and School-to-Work Partnership.

- Select a minimum of four new middle school educators to join the existing cadre, to prepare and serve as local turnkey trainers . At least 50% of the cadre should be subject matter teachers, with a balanced representation of such subjects as Home and Career Skills, introduction to Technology, Mathematics, Science, Language Arts, the Arts, Social Studies, and Library Science. The cadre should also reflect an appropriate gender balance and include members from two or more schools.

During the 1997-1998 fiscal year, twenty career cadres formed by each Tech Prep Consortium have continued training middle school staff in career development principles in New York State. These career cadre projects, in collaboration with the New York State Career Options Institute, conducted staff development activities for schools participating in the consortium as well as other schools in the coverage area. The total membership for all twenty cadres is 222 members as reported, with an average of 10 to 11 members in each cadre. Members of the Career Cadres include: Tech Prep Coordinators, middle school teachers, guidance counselors, administrators, other school personnel and social workers. For a complete listing of Cadre members and affiliations, see **Attachment A**.

From July 1997 to June 1998, based on data from final reports submitted by nineteen cadres, a total of **207** events were conducted by these cadres, serving roughly **12,300** participants and **4,100** students. The total extended impact reached over **340,000** individuals in nearly **500** schools total; this included over **247,000** students in **313** middle schools. This report provides a description of the cadres' self-education activities, the turnkey trainings they conducted as well as their long term impact.

NYS Tech Prep Middle School Career Development Projects (FY98)

VATEA #	AGENCY	PHONE	CONTACT PERSON	TOTAL EVENTS
8020980820	Alfred State Coll (Res. FDN- SUNY)		David Dronsick	9
8020980818	Bronx Comm Coll. Bronx Tech Prep	718-289-5227	Reid Strieby	9
8020980805	Broome/Tioga BOCES	607-763-3654	Ruth Henneman	11
8020980800	Cattaraugus-Allegany BOCES	716-372-8293	Larry Sorokes	7
8020980811	Dutchess County BOCES	914-486-4840	Ellen R Wolf	9
8020980808	Eastern Suffolk BOCES	516-286-6580	John Volonts	8
8020980810	Erie 1 BOCES	716-821-7196	Jerald I. Wolfgang	6
8020980812	Finger Lakes Community College	716-394-3500	Rebecca Gamba	7
8020980804	Monroe Community College	716-292-2177	Anne M. Shannon	6
8020980815	Nassau County Tech Prep C onsortium	516-746-6211	Mary Mirabito	18
8020980120	New York City Technical Coll/CUNY	718-260-5206	Anne Gawkins	10
8020980815	Niagara County Community College	716-731-6222	John Craig	20
8020980817	Oneida-Madison BOCES	315-793-8616	Pauline Rogers	6
8020980126	Onondaga Community College	315-469-2503	Joy M. Stanistreet	7
8020980033	Orange County Community College	914-341-4764	Peter H. Alberghini	18
8020980032	Queensborough Community College	718-281-5004	Victor P. Maiorana	13
8020980814	SUNY Delhi	607-436-3920	Mary Ann Luciano	10
8020980006	Syracuse City School District	315-435-4811	Lena Kochian	7
8020980801	Two Year College Development Cntr	518-442-5590	Constance Spohn	26
8020980803	Western Suffolk BOCES		Ciro J. Aiello	0
				207

Total Grants/Agencies: 20

Cadre Attended Staff Development

During the 1997-1998 fiscal year, numerous activities were offered to enhance the development of the Cadres and Cadre members. Regional as well as statewide activities were held.

Statewide Conferences and Workshops

The New York State 1997 Tech Prep Conference was held November 17-18, 1997. A variety of workshops were held at this two day conference focusing on understanding and implementing the school reforms to include all students. One example was "Critical Skills: A Classroom Model" facilitated by Bruce Bonney. Cadre members also learned of life options for career planning for the future and of the emphasis on home-based work and use of computers. CDOS and SCANS skills were also highlighted. One outcome was that specific recommendations were brought back to faculty and guidance counselors on integrating CDOS into the curriculum. The trainers at the conference included a variety of national, state and regional experts and practitioners.

The Spring Academy, or New York State Tech Prep Middle School Career Development Conference was offered to and attended by the cadre members, Tech Prep Coordinators and other educators. Hosted by Career Options Institute, the conference had numerous workshops that deal with Gender Equity, STW, Out of Bounds Training, Dimensions of Educational Changes, Inclusion, Parent Projects, etc... Numerous Cadres participated in the **New York State Middle School Conference**. This annual NYS Conference was aimed at training middle school educators on the latest practices in school reform. It provided Cadre members with awareness of, and research related to, many of the issues middle schools face.

Cadre Attended Regional Staff Development

The Career Options Institute (COI) continued to provide technical assistance to the Tech Prep Middle School Career Development cadres in the second year of the project. The following events were conducted:

- *September 15*: *Out of Bounds for the Capital District Cadre*. Cadre members participated in several Out of Bounds activities. They discussed the connection of each activity with the learning standards and CDOS, and reviewed the information needed to facilitate the activities.
- *October 14-17*: *Out of Bounds in Rensselaerville*. Several members of the Orange County Middle School cadre enrolled in the course. Participants were introduced to a strategy that encourages the breaking down of barriers that are sometimes present in the classroom.
- *Trainings and resource development* on issues of disability awareness, advocacy, inclusion and reasonable accommodations have been successfully incorporated into

Tech Prep staff development. A workshop for Cadre members was held on February 26, 1998. This workshop was designed to demonstrate additional methods of assisting students with disabilities to achieve their career goals. In conjunction with the Tech Prep initiative on May 11, 1998, the "Reach for the Stars: Free to be ME" conference, for young women with disabilities will enhance their ability to choose meaningful career goals and economic self-sufficiency.

- *Six Regional Meetings*: The six one-day regional meetings, held at locations throughout the state, used essentially the same format, including the following activities:

  - *Circle Chat*: cadre members reflected on their past learning experiences and discussed the implications for working with middle schoolers now.
  - *Standegories*: this activity provided an opportunity to review the learning standards in every subject area, and made clear the centrality of CDOS to the other standards.
  - *Hot Tar Raft*: an Out of Bounds activity which allowed cadre members to step out of their roles as educators and into an unfamiliar situation, to work together with a team, and to solve a challenging problem.
  - *Discussion*: Cadres discussed and submitted cadre education plans and cadre turnkey training plans.

These regional activities were attended by various cadres throughout the state.

A Regional Cadre Meeting held at the **Borough of Manhattan Community College** was "Learning Standards, Creating an Inclusive Environment." This meeting resulted in expressed interest to plan gender equity events for women's history month and in a positive response to learning a variety of ways to incorporate learning standards.

A jointly-sponsored Hudson Valley School-to-Work/Tech Prep collaboration involving "Training in CDOS and Workplace Skills, Gender Equity and the CDOS, Presentation Skills and Techniques, and Career Development Computer Searches" was also conducted. BOCES and Tech Prep personnel, area industry representatives, Regina Clark Training and Development Consultants and Terry Williams Computer Consultants were the trainers/facilitators. A second session was entitled, "Training in Workplace Skills and the Classroom Connection, and Successful Innovations in Inclusionary Approaches in the Classroom."

The **Queensborough Community College** cadre attended the "School to Work Summer Institute" held at LaGuardia Community College July 7-10, 1997. This was a four day orientation workshop held by the Queens School to Work Partnership to train participants in STW philosophies and operating principles. Participants were encouraged to network with STW partners. Trainers included Cal Crow, Cheryl Powell and John Wolivitch. Participants gained knowledge of STW in general and the use of school-based, work-based and connecting activities in particular.

Cadre Attended Self Education Activities

A strength of the cadre member training component of the initiative is the local or self directed training and development Cadres undertake. The following were also reported by the various cadres:

The **Alfred State** Cadre participated in a Best Practices Institute where participants were given an opportunity to present current practices. The training was given by a School-to-Work Specialist, two teachers and a superintendent of schools. As a result of attending the Institute, information was gathered on how to implement and hold a Career Fair within the school district for grades 8 thru 12. In June, Cadre members attended a computer training on the Discover Assessment program.

The **Bronx Community College** cadre participated in a number of activities for self-education purposes. These included: a Tech Prep Roundtable that included local workshops and training at Bronx Community College; an Orientation Meeting, "Introduction to Middle School Career Development-Tech Prep and School-to-Work Programs" conducted by Professor Rudean Leinaeng, Dr. Reid Strieby, and Professor Joanettia E. Grier; an organizational brainstorming session for identification of school training needs, training topics, and establishing a tentative timeline and strategies for turnkey training; a "Training and Planning Session" to plan future workshops; a joint middle school and tech prep high school Counselors' workshop to discuss how to better link the middle to high school transition; a training and planning session to discuss strategies for turnkey training; a parent training workshop on how to involve parents in the career exploration process; and, several monthly planning sessions to discuss career day activities, and other issues.

Broome-Tioga BOCES held "Bi-Weekly Cadre Meetings" to share ideas for training and to discuss ideas for presentations, workshops and in-services at their home school or for the local community. Some meetings were used to plan the upcoming workshop presentations.

Cadre members attended a "Parent Information in Career Exploration" workshop. this training was designed for collaboration with parent and community groups. The project provided turn-key trainers with a notebook of materials including presentation transparencies, parent handouts (in Spanish and English) and videos. Also included were bibliographies for the trainers and parents, marketing techniques and workshop checklists for planning workshops.

The **Cattaraugus-Allegany BOCES** Cadre participated in monthly roundtable discussions for information sharing among districts as well as planning and evaluation activities. In June, several cadre members attended a Curriculum Camp for training and district planning on the integration of learning standards into the curriculum.

Dutchess County BOCES cadre members participated in a number of local initiatives and training sessions. Some of these included: 1) Project Adventure, a training in team-building

activities for classroom and for working with professional colleagues; 2) the Creation of the Dover Middle School CDOS Steering Committee to guide the integration of the CDOS Standards into the new middle school curriculum; 3) Research and preparation for a complete revision of "Life Management II," a new course designed for 8th grade project-based skills development; 4) Research and preparation for revising 5th grade "Jobs & Finance" unit to integrate the CDOS standards into the curriculum; 5) Creation of a new "Career Pathways" course for middle school curriculum utilizing team teaching and a "multi-sensory delivery" of an interdisciplinary curriculum; 6) Development of a new unit to introduce 5th grade students to the travel industry; 7) a workshop sponsored by the Bureau of Education Research which provided many lessons on incorporating technology projects into the classroom curriculum; and, 8) worksite audits by the cadre to become familiar with area industries and to form partnerships in order to expose students to a variety of occupations.

The **Eastern Suffolk BOCES** cadre held a Cadre Meeting & Workshop conducted by Career Options staff on NYS Standards and workshop strategies. Following the workshop, a Cadre meeting was held during which reports on activities piloted during the Spring of 1997 were made, and planning for Cadre presentations for the 1997-98 school year took place. Two Cadre Planning meetings were held to plan the December 10th Career Development workshop and to make preliminary plans for the March 11th Middle School Best Practices conference.

The **Erie County Middle School Cadre** attended the Tech Prep Middle School Workshop, a full day presentation and workshop sponsored by the Western New York Regional Ed. Center for Economic Development and co-sponsored by Western New York Regional School-to-Work Partnership. The keynote speaker was Bryan Albrecht, Division Director, Wisconsin State Dept. of Public Instruction. During the "Middle School Cadre Regional Meeting," cadre members had an opportunity to meet with cadres from Finger Lakes Community College, Monroe Community College and Niagara County Community College to discuss ongoing presentations and ideas that each group had.

A two-day "Out of Bounds" training was held for new cadre members and members of their school staff. "The New Millennium: Future Careers/Jobs in Western New York" featured three panels from Economic Development, Business and Industry, and Manufacturing to discuss the future of the region and provide advice for the career directions of the young people in the region.

The **Finger Lakes Community College** Cadre participated in five self-education activities, including the NYS Tech Prep Best Practices Institute in November 1997. The one-day Institute consisted of twelve workshops highlighting various Tech Prep best practices in New York State.

The **Monroe Community College** Cadre participated in eight self-education efforts. One activity included work-site audits where participants visited several worksites and learned how to set up such visits in their local areas. A technical writing workshop was held to teach

participants strategies which focus on using the writer's pyramid to write strong, compelling reports and proposals.

The **Nassau County** Cadre held an all day planning conference for existing and new cadre members and administrators to review the purpose and history of the cadre, and to identify tasks that cadre members will need accomplish. The afternoon session was devoted to planning ways to meet the training needs of the cadre members, and ways to meet the goals for the school year. Cadre members helped determine the logistics of the stated goals and realistic means to accomplish the tasks.

The Cadre participated in a "Facilitating Change Conference" in December. This event was designed to assist cadre members in developing techniques to become active turnkey trainers in their respective school districts. Workshops addressed the "how-to's" of: facilitating group discussions; building relationships and commonalities; structuring and connecting goals to outcomes; and, developing strategies and evaluating results. Workshop activities led to the creation of Action Plans by participants to create school change affecting students, parents and faculty. A follow-up workshop was held in June to provide feedback and peer support to cadre members and to offer additional change management strategies that addressed barriers being encountered by the cadre.

The Cadre also participated in "The Career Development Process in the Middle School," a series of three workshops based on the NOICC Career Development Train-the-Trainer model. The first workshop gave theoretical background about the career development process and presented application of hands-on activities. The second and third workshops presented information in the following areas: career awareness; self-awareness of interests, skills and personality type; methods to obtain education, career and labor market information; techniques for conducting job searches, employment skills training and interviewing skills; and techniques for developing students' interest in technology and non-traditional careers. The trainer was Malka Edelman from SUNY Farmingdale.

The **New York City Technical College** undertook a field trip to Bell Atlantic in Manhattan for a tour of their Network Services Development Center. In a discussion with an engineer, Diane Vargas, the importance of transferable skills such as math application, computer literacy, problem solving, decision-making and the ability to learn were stressed. A discussion was also held with Leroy Ware, a technical assistant, who started from high school in maintenance and was promoted because of his attitude.

"Tools for Career Development" was a workshop held in March. Recruitment materials were distributed for "Made-It," an entrepreneurial training program for 8th grade girls and their mothers. A presentation on Tech Prep and School-to-Work activities was made by Tech Prep Coordinators; this presentation also included a video of Tech Prep classes. The participants then proceeded to the computer lab for a hands-on demonstration of the *yahooligans* site. Following the demonstration, workshop participants took the 90 question Personality Mosaic and received

an explanation of Holland codes.

The **Niagara County Community College** Cadre participated in an August planning meeting and an early September follow-up session to develop and review outlines and materials for the various workshops developed by the group. A cadre member also attended a workshop called "Integrating Academic and Vocational Curriculum" which focused on strategies to integrate the two subject areas in addressing the new learning standards.

The **Oneida-Madison BOCES** Cadre attended the National Tech Prep Conference which included many nationally known speakers who are knowledgeable about school-to-work programs and NOICC standards. The conference also included 2 days of workshops on varying topics. The cadre also presented a workshop at this conference entitled "Taking Your Students Out of Bounds".

Teachers had the opportunity to attend a training on "Work Site Visits for Educators." This was a teacher training to model for teachers how worksite visit experiences can be incorporated into lesson plans for student/classroom use.

The **Onondaga Community College** Cadre, in addition to holding various cadre meetings, attended an activity entitled "NYS Learning Standards". This full day workshop given by Jeanette Canaday of the NYS Education Department, addressed the latest information on the NYS Learning Standards, assessments and graduation requirements for NYS. This information was connected to Applied Academics, Work-Based Learning Experiences and the formation of a Career Plan.

A full-day work-site visit and teacher job shadow workshop was held where educators participated in three site visits and an afternoon work session and evaluation. Goals included: increasing awareness about careers and the link between school and work; increasing understanding of how core academic skills are applied in the workplace; and, identification of real world examples and application of the Universal Foundation Skills.

The **Orange County Community College Cadre** participated in an "Achieving Equity in Education" graduate course. Equity issues related to schools including career development, STW issues, guidance and administration, and expanding nontraditional career/life choices for all students were covered. The course was jointly sponsored by the College of St. Rose, Albany, and the Career Options Institute, Latham. This Cadre also engaged in an "Including Community Resources in the Curriculum" conference in Pennsylvania. The guide introduced at the conference incorporates local business, industry and cultural centers in the inclusive approach to career development. A "Local Training/Planning Meeting" was held to provide an update on cadre members' latest classroom approaches to career development.

An interactive workshop entitled, "Career Development for School Communities: Putting Together a Great Presentation for Your School Community," focused on customizing

prepared presentations on School-to-Work and Career Development for school boards, faculty, PTAs and the community. In the spring, cadre participants attended "Career Development for School Communities: Employment Trends and Employability -- Implications for Career Development." This training in employment trends and how to best prepare students for today's labor market included a demonstration of Career Zone, a new PC-based career exploration tool, and tips on successful grant-writing.

The **Queensborough Community College** Cadre held a "Cognitive-Analytic Workshop" at Queensborough Community College in July. Cadre members participated in a working session on how to prepare "Cognitive Analytic Instructional Sets" for use in the classroom. Cadre members learned a new teaching methodology and subsequently developed materials infused with career information for use in the classroom and in training sessions.

Through a "City Search," cadre members researched different jobs that are urban oriented, such as law enforcement, firefighters, and transportation. Participants obtained copies of applications and procedures for some city government jobs.

At a planning and advisory committee meetings, cadre members had the opportunity to talk with Tech Prep Site Coordinators about the individual programs at their schools. As a result, cadre members understood more about what the Tech Prep program does as a unit, such as the Site Coordinator's role and issues with programming.

The **SUNY Delhi** Cadre participated in a week-long Institute called "School to Work Experiences and Economics Education for Counselors." This Institute, presented by Dr. John Clow, Director of Business Education and SUNY Oneonta, provided job shadowing in area businesses and the study of economic issues.

The **Syracuse City School District** Cadre participated in five local self-education activities. The first was the "Recruitment of New Members" (held in the fall) in which all cadre members participated to orient the "replacements" for departed members. The second activity was the "Cadre Planning Meeting" in September, which established the timeline and structure for the 1997-1998 grant year. An "Inter-discipline Instruction Planning Meeting" was held at Henninger H.S. the second Wednesday of each month, September through June. The fourth activity was "Cadre Training by Cadre Members," held monthly October through May. It involved 50 Guidance counselors city-wide focusing on the application of CDOS to the career planning process in grades 7-12. In February, worksite visits for educators were conducted to give participants an in-depth look into the workings of local industries in the Rochester area.

The **Two-Year College Development Center** participated in "Workplace Applications" connecting the classroom to the world of work. This activity provided information to enhance the teacher shadowing experience. It included ways to incorporate information obtained at the worksite into classroom curriculum. Also, "Out of Bounds Training" took place to afford participants with practice in the various activities.

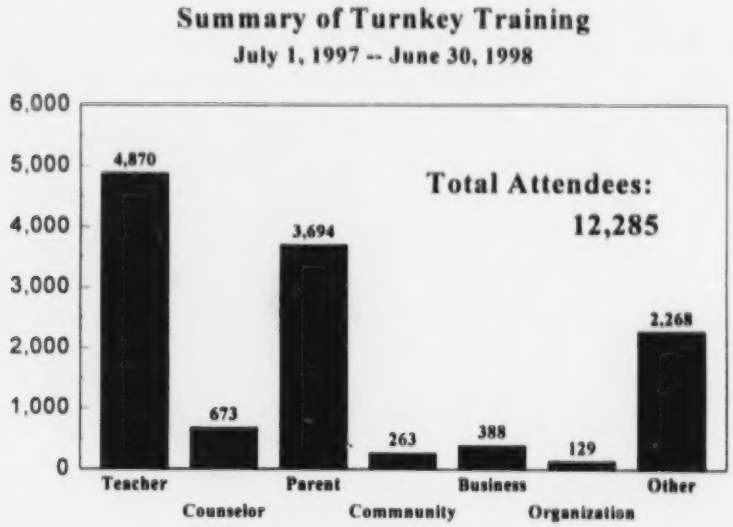
The **Western Suffolk BOCES** Cadre participated in three local staff development or self-education activities. The first, "Preparing a 21st Century Workshop: Helping Teachers and Counselors to Prepare our Students for the 21st Century" was given by Cal Crow in Hauppague. The second workshop, given by Peter Rooney at the Wilson Technological Center, was "NYS Standards" workshop which helped participants understand the new graduation requirements. An "Effective Communication" workshop taught participants to: assess their current styles of expressing feelings, needs and expectations to others; responding to the expression of others' feelings, needs and expectations; and, expressing and resolving conflict and anger. (*information provided based on the interim report)

Cadre Conducted Turnkey Training

FY'98 Turnkey Training Description

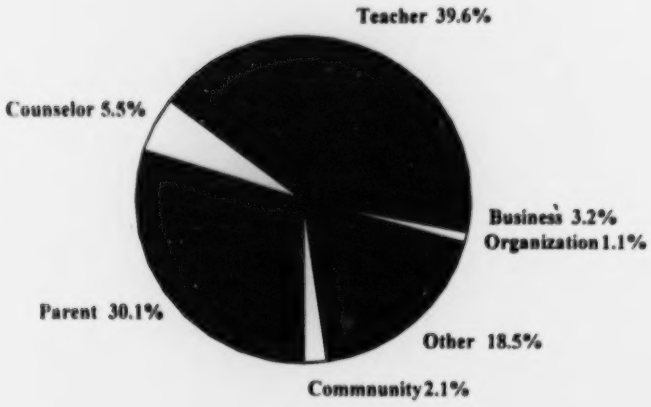
During the 1997-1998 fiscal year, a total of **207** turnkey training events were conducted by Cadre members. Those served included teachers, counselors, administrators, students, business and organizational representatives, parents and others. A total of **12,285** adults and over **4,100** students attended these events. As compared with the fiscal year of 1996-97, training events doubled and the number of participants increased almost three times. The attendees were comprised of : **39.6%** teachers, **5.5%** counselors, **30.1%** parents and **24.8%** business, community and other organizations' members. Approximately **41%** of those attending were female, while **59%** were male. The extended impact by the training sessions may reach nearly **340,000** people in approximately **500** schools. Of those, approximately **73%** are middle school students. For further information, see **Attachment B**.

The following is a description of the trunkey trainings held.



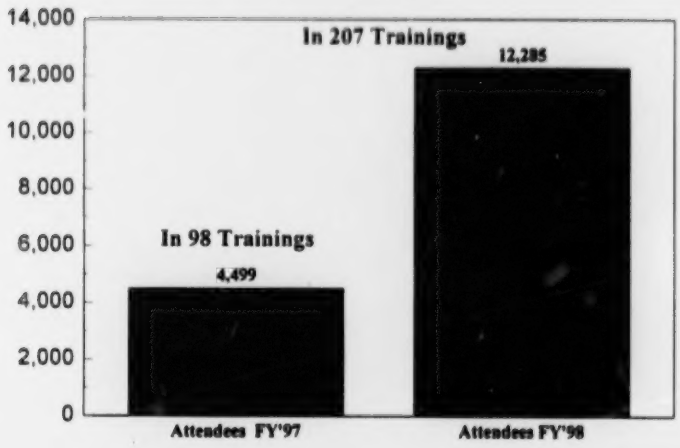
Summary of Turnkey Training

July 1, 1997 – June 30, 1998



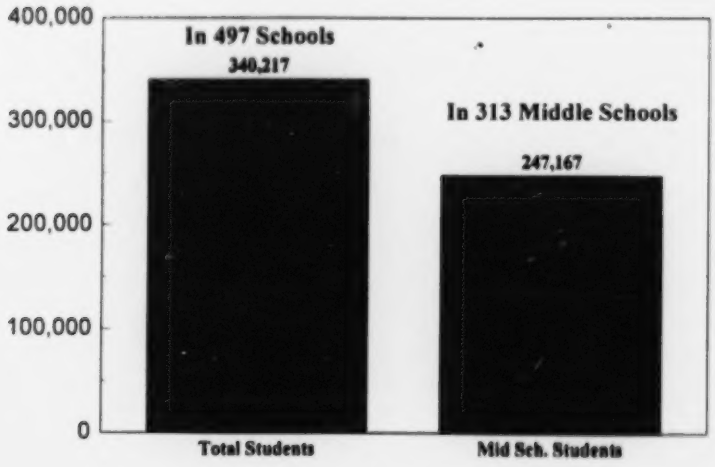
FY'97 and FY'98 Comparison

Total Attendees



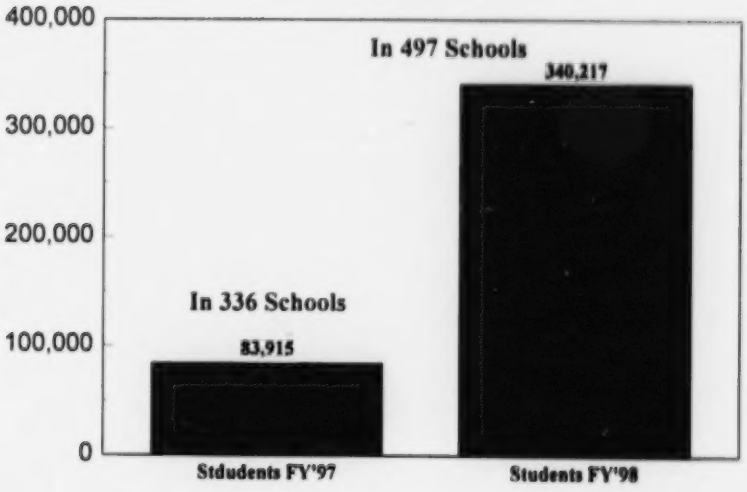
Summary of Turnkey Training

Total Extended Impact



FY'97 and FY'98 Comparison

Total Extended Impact



NYS Tech Prep Middle School Career Development Projects (FY98)

Summary of Turnkey Training July 1, 1997 -- June 30, 1998

AGENCY	Teacher	Counselor	Parent	Community	Business	Organization	Other	Total Attendee	Female	Male	Student
Alfred State Coll (Res. FDN- SUNY)	36	28	147	82	102	27	0	**422**	251	171	**0**
Bronx Comm Coll. Bronx Tech Prep	147	20	138	8	29	15	647	**1,004**	599	405	**787**
Broome/Tioga BOCES	84	32	1,204	4	27	0	544	**1,895**	948	947	**2,447**
Cattaraugus-Allegany BOCES	217	8	34	35	20	0	4	**318**	189	129	**30**
Dutchess County BOCES	279	3	0	0	0	12	0	**294**	217	77	**0**
Eastern Suffolk BOCES	258	64	0	0	7	23	620	**972**	493	479	**600**
Erie 1 BOCES	210	7	0	0	0	0	17	**234**	117	117	**0**
Finger Lakes Community College	143	30	0	0	1	0	11	**185**	126	59	**0**
Monroe Community College	407	48	1,000	0	0	0	37	**1,492**	895	597	**0**
Nassau County Tech Prep C onsortium	315	81	413	15	83	8	13	**928**	626	302	**161**
New York City Technical Coll/CUNY	136	9	93	0	0	0	8	**246**	196	50	**0**
Niagara County Community College	686	39	262	8	16	0	54	**1,065**	582	483	**0**
Oneida-Madison BOCES	236	33	0	0	0	0	17	**286**	160	126	**0**
Onondaga Community College	585	36	126	0	0	0	31	**778**	526	252	**0**
Orange County Community College	243	21	13	5	17	4	169	**472**	318	154	**0**
Queensborough Community College	366	73	79	19	46	10	27	**620**	400	220	**0**
SUNY Delhi	66	16	0	27	9	14	7	**139**	90	49	**81**
Syracuse City School District	50	56	80	10	5	6	0	**207**	147	60	**0**
Two Year College Development Cntr	406	69	105	50	26	10	62	**728**	400	328	**4**
Western Suffolk BOCES	0	0	0	0	0	0	0	**0**	0	0	**0**
Total :	**4,870**	**673**	**3,694**	**263**	**388**	**129**	**2,268**	**12,285**	**7,280**	**5,005**	**4,110**

Total Agencies: 20

NYS Tech Prep Middle School Career Development Projects (FY'98)
Total Extended Impact

AGENCY	Total Extended Impact				Mid Sch. Students Impacted			Middle
		Female	Male	Schools		Female	Male	Schools
Alfred State Coll (Res. FDN- SUNY)	786	448	338	10	164	98	66	7
Bronx Comm Coll. Bronx Tech Prep	1,333	755	578	17	4,241	2,210	2,031	10
Broome/Tioga BOCES	7,968	3,976	3,992	21	23,061	11,471	11,590	22
Cattaraugus-Allegany BOCES	5,051	2,479	2,572	14	4,468	2,269	2,199	7
Dutchess County BOCES	2,124	1,051	1,073	7	2,079	1,036	1,043	4
Eastern Suffolk BOCES	94,934	46,469	48,465	0	56,718	26,016	30,702	0
Erie 1 BOCES	2,552	1,386	1,166	20	2,552	1,386	1,166	9
Finger Lakes Community College	15,529	7,765	7,764	22	8,985	4,493	4,492	22
Monroe Community College	48,250	24,125	24,125	39	48,250	24,125	24,125	39
Nassau County Tech Prep C onsortium	4,406	2,244	2,162	8	2,906	1,919	987	6
New York City Technical Coll/CUNY	3,260	1,630	1,630	4	3,260	1,630	1,630	4
Niagara County Community College	38,950	21,450	17,500	50	29,400	16,200	13,200	37
Oneida-Madison BOCES	11,400	5,700	5,700	75	4,320	2,160	2,160	45
Onondaga Community College	10,723	6,684	4,039	49	9,964	6,253	3,711	21
Orange County Community College	3,600	1,800	1,800	37	3,350	1,700	1,650	20
Queensborough Community College	29,581	15,161	14,420	0	10,091	5,171	4,920	9
SUNY Delhi	12,989	6,033	6,956	57	1,112	746	366	14
Syracuse City School District	20,000	12,000	8,000	18	20,000	12,000	8,000	12
Two Year College Development Cntr	26,781	13,960	12,821	40	12,246	6,279	5,967	25
Western Suffolk BOCES	0	0	0	0	0	0	0	0
Total :	340,217	175,116	165,101	488	247,167	127,162	120,005	313

Local Activities

The **Alfred State** Cadre held five Career Fairs during the year. These were designed to give young people a chance to listen to guest speakers. The students signed up for the career interest of their choice and attended those workshops. Students were able to spend time with employers of jobs which interested them to find out more information or to narrow down their areas of interest. The Career Fairs also provided information to those students who were unsure of what career areas to pursue. Following the Career Fair, parents were able to meet with their child and the child's counselor as a follow-up to the career assessment.

A CareerNet course was held for students in grades 8 thru 12. CareerNet is an interactive School-to-Work distance learning workshop series that introduced middle and high school students to dynamic professionals from the Buffalo region.

Students, faculty and administrators had the opportunity to participate in a Groundhog Job Shadow Day designed to give students job shadowing experiences. Job Shadow Day enabled students to spend time in the workplace, providing an up-close look at what a "real job" is like and how the skills they are learning could be put into action.

The **Bronx Community College** Cadre sponsored a presentation to the school staff, entitled "An Introduction to Gender Equity." A questionnaire entitled "What is your E.Q.?" was completed and discussed by participants, and a video entitled "Failing at Failure" was shown. The following issues were covered in the training: 1) School-to-Work Opportunities Act, 2) Teacher Gender Bias in the Classroom, 3) Men/Women in the Workplace and 4) Same Sex Education.

An "Integrating Career Awareness" training was initiated to assist teachers in planning and integrating career education themes and materials into the various subject areas. Plans were made for curriculum within the theme classes. Examples and techniques were presented that could be utilized both within the theme classes and the subject areas.

An assembly, "World of Work: Registered Nurses from the NYC Board of Health" was held for eighth graders in the Business and Careers Academy with similar career interests. Three RN's from the New York City Board of Health and the school nurse were introduced and a discussion took place on issues related to health careers and the current job market for registered nurses.

A map-making activity was delivered by the cadre entitled, "You-Your Community & The World of Work." The lesson presented was "Looking at Your Neighborhood From a Plane," and the student project involved making a map. This was a good beginning task for getting students to think about the world of work..

The cadre conducted three different student sessions where career information was shared with students. Parent meetings were held with the purpose of linking school to each student's future interests, possible vocations and professions. In addition, the Cadre assisted parents with the technical elements of completing NYC High School applications, including those requiring special examinations. Educational options and neighborhood schools were also discussed.

The Cadre, Jewish Family Services of New York City and the PTA of Public School 141X, are forming a dual "Harmony Council." The Harmony council is a group of people with diversified backgrounds who plan educational activities that will benefit the school. Some of the activities may be recreational. One group will be comprised of students during the school day and a second group will be made up of adults in the evening. Eight parents have committed to taking part in this program, and slots have been reserved for school staff members who wish to participate.

The **Broome-Tioga BOCES** Cadre held a "Young Women's Institute of Technology" summer institute to promote math and science for middle school girls. The cadre trainer provided the equity portion of this three week program. An Out of Bounds program was conducted with 6th grade students and middle school Language Arts teachers to demonstrate skills in activity reflection.

A "Parent Career Connection" workshop was presented with School-to-Careers Partnership staff for 8th grade parents. The workshop emphasized communication skills workplace skill needs for the future and the importance of high school planning for 8th grade parents. Parents received a packet of information to help them discuss careers with their child. "The Future is Yours" program for parents and students was also held. Participants explored activities together over a course of 8 weeks. The audience was 6th grade students, their teachers and parents at Owego-Apalachin Middle School.

Parent Career Tips Brochures: "Get Ready, Set, Go!" for elementary children and "In the Middle" for middle school children were distributed. The brochures were designed by Cadre members to provide parents with a quick view of ideas to help their children explore careers. Modern day work needs and developmental levels were taken into consideration.

The Cadre has been actively consulting with the School-to-Careers Partnership for middle school career inservices, workshops and programs. A presentation of the Cadre services and goals was held in October, 1997 for the staff of the School-to-Careers Partnership.

An 8th Grade Career Knowledge Survey created by Cindy McMahon was used to help provide information for individual schools planning on conducting a Parent Career Connection Workshop and to help Cadre members and local middle school counselors and teachers understand the career knowledge and personal priorities of the local area 8th grade students. Surveys and cover letters were sent out to all Broome/Tioga middle schools.

"Waddaya Wanna Bee Day" was sponsored by the School-to-Careers Partnership and coordinated by the cadre as a Career Month activity for families with children in grades K thru 6. The event was held at the Discovery Center, a community- based, hands-on learning facility designed to simulate a small town. Many career areas were represented for children to explore: grocery store, light-water works company, recreation park, post office, hospital, diner, fire station, airport news station, court house, etc. Real life workers and area high school students in vocational and fine arts programs were asked to represent their respective careers and were stationed around the facility to interact with children and answer questions about their careers. A classroom area offered hands-on career activities for older children. These career activities included law enforcement, photography and fine arts and solar energy.

The **Cattaraugus-Allegany BOCES** Cadre held five CDOS awareness training sessions for teachers, counselors, employers, administrators and community members. Discussions about School-to-Work and career development took place and employers were encouraged to participate in work-based learning and teacher externships. "CDOS Awareness & Integration," the title of two of the five sessions, involved school staff. Issues discussed concerned curriculum development and integration. Staff worked by grade level or department (K-12) to benchmark curriculum and identify CDOS strands at all levels. Other issues discussed included school reform, labor market trends, and CDOS standards. At Olean Middle School, participants engaged in discussion and activities to integrate CDOS into academic areas, using the Ready-for-School, Ready-for-Work program.

Two Career Portfolio training sessions were held. One session, primarily for students and parents, oriented participants to the career portfolio process as it relates to CDOS. The second session, held later in the year, was targeted primarily at teachers and a few school counselors. In this session, cadre presentations, group discussions and guest lecturers addressed the following issues: why there is a need for career portfolios; what should be included; local cadre examples; electronic portfolios; and, team planning for local implementation.

The **Dutchess BOCES** Cadre conducted thirty turnkey training activities during the 1997-98 school year. At two Dover Middle School faculty meetings the Dover Middle School CDOS Steering Committee and a consultant held two half days of team-building activities and CDOS training aimed at 7th and 8th grade faculty/counselors. A second goal setting training was held for all faculty to report on results of the first training, adopt school goals, review progress of Career Exploration plan and choose next actions and projects.

Cadre trainers also held four CDOS Update meetings for the SIT team to review and discuss the CDOS standards and Tech Prep Conference. A monthly training meeting was held for 5th and 6th grade faculty at Rondout Middle School on CDOS training, charting and modeling.

Materials updates were held for Dover Middle School faculty from grades 6,7, and 8. A review of career education materials was presented and teachers were given packets of activities

for use in their classrooms. The trainers also gave an update of progress of cadre activities including guidance and classroom courses and units.

A workshop in the Robotics laboratory was held to introduce the Tech Prep Math-Science-Technology faculty to all of the equipment in the lab, including Roboarm, Roboac, Tempest, Manual Hydralift and the Computerized Hydralift. MST high school faculty from Dover, Pawling, and Webutuck high schools attended.

The **Eastern Suffolk BOCES** cadre held eight turnkey training sessions. The "Middle School Career Development Workshop" was a full-day workshop at the BOCES Center that included presentations on a variety of strategies for preparing students to make intelligent career choices. Each strategy had been piloted in each cadre member's district. The topics included the Career Major Planner, Get a Life Portfolio, and the Guidance Information System for Jr. High Schools (GIS Jr.).

The "Career Planning & Computer Applications" workshop was held during Brentwood's Superintendent's Conference Day. This half-day workshop provided an overview on the use of computers to augment career planning for middle school students. Hands-on activities were also incorporated into the presentation.

The "Introduction to Career Development for Middle School Students" workshop presented an introduction and an overview of the career development initiative involving Cadre members. Fourteen teachers and eight school counselors representing the Bay Shore, Three-Village, and Smithtown school districts attended.

A workshop, "Muti-Media Careers for Native American Youth," was co-sponsored by the not-for-profit organization, Vision Quest for Shinecock Indian Middle School students and other non-native students from surrounding school districts as well as teachers and administrators. This workshop was designed to introduce students from the Shinecock Indian Nation to careers and artistic endeavors that utilize multi-media resources.

"Cyber Career Development for Middle School Students and Best Practices" was a workshop that provided a hands-on introduction and demonstration on the use of the internet and related computer based systems to augment student career exploration activities. Other best practices were also highlighted.

A presentation and follow-up workshop provided a nationally recognized speaker, Dr. Daggett, who highlighted the challenges of preparing students for meaningful participation in a technological information oriented society. Dr. Daggett's comments were followed by small group sessions where current practices and alternative activities were presented and discussed.

The **Erie 1 BOCES** Cadre conducted six turnkey training activities. During the Tech Prep Middle School Workshop, cadre members ran various activities in the afternoon session.

The audience was comprised of teachers from middle schools in the Erie County Tech Prep Consortium. A "Tech Prep Gender Equity Workshop" presented information on how teachers could introduce SCANS skills and career awareness at various levels. In the "CDOS Basics" presentation, application to the everyday work of middle school counselors was stressed. The audience was comprised of counselors and social workers in the Williamsville District. "Current Market Trends & Education" was a training session in the impact of current market trends and the effects on education. The presentation included the video "Making Sense." A training entitled, "Tying It All Together," presented information on linking CDOS, SCANS Skills, Tech Prep and School-to-Work. The presentation included Out of Bounds activities, discussion, and a question and answer session.

The **Finger Lakes Tech Prep Consortium** Cadre conducted and/or coordinated ten training events. The Cadre and the school districts have begun to institutionalize Equity training into their semi-annual Superintendent Days. A Wayne Finger Lakes BOCES Superintendents' Conference Day focused on: traditional workshop vs. high performance workplace, implementation of NYS standards, traditional vs. non-traditional careers, gender equity in the classrooms and workplace and the development of an action plan to focus on these issues.

The Cadre facilitated round table discussions at the "Preparing Students for a Changing Economy" workshop led by Cal Crow. This was a two-part workshop that centered on skills needed in a post-industrial society, learning styles, STW and other educational reforms. Part two involved hands-on activities and design of strategies that educators can use in their classroom or counseling offices. The instructional materials they developed and packaged are available for loan to all districts for use in their classroom or faculty meetings.

The **Monroe Community College** Cadre conducted ten turnkey training events. Four of the sessions held throughout the year were entitled, "The Importance of Career Education in a Constantly Changing Society." These workshops included: an introduction of who the cadre is; an overview of the changing world of work and defining the Standards & SCANS skills. Breakout sessions took place by core academic discipline for hands-on integration of Standards/SCANS into the curriculum. Overall, ninety-five teachers attended.

"The Changing World of Work -- Meeting the Challenge" was a workshop offered several times during the year which included an overview of today's workplace requirements and provided hands-on activities for teachers to address CDOS standards in curriculum.

A Parent Awareness session was also held to disseminate career information to over 1,000 parents at Pittsford MS, Monroe MS, Greece Arcadia MS & Jefferson through quarterly school district newsletters. As a result, parents in the respective districts have been made more aware of the changing world of work & workforce expectations for their children.

The **Nassau BOCES Cadre** held thirty-one turnkey training events. Two workshops entitled "Integrating CDOS Skills Into Curriculum" offered techniques and activities for cadre

members to train teachers and counselors in their own schools. Career development, self-knowledge, career exploration and career plans were incorporated into lesson units. The trainer provided materials, activities and lessons that could be adapted for use in school counseling.

Over a four month period (September thru December), the cadre conducted four workshops to discuss and review materials the development of a Career Development Resource Guide. The Guide was designed to provide teachers and counselors with a plan to integrate CDOS Skills into the curriculum. The Sewanhaka School District piloted the Career Resources Guide in Spring 1998. Teacher evaluations were reviewed and resource guide materials were revised.

From October thru June, the cadre conducted five training sessions to develop activities to integrate the CDOS skills into the curriculum. A school team from J.W. Dodd Junior High School was established to develop an ongoing program which included the establishment of resources such as a Career Skills Lesson File, a library of multimedia resources to aid in classroom career occupational studies, and the development of career exploration projects (Career Day, College Fairs, visitation to workplace sites.)

Several workshops targeted at parents were conducted by the cadre. At Carle Place Middle School/High School and J.W. Dodd Junior High School, groups of trainers met with parents to disseminate information about the integration of CDOS Skills into the curriculum and about the new academic standards and their connection to workplace skills. Parents were given techniques to explore interests and careers with their children. A Parent's Committee was formed at each school to develop an outreach program for recruitment of speakers and to develop business/industry connections as a means of increasing students' workplace skills. A workshop for parents held in the Westbury School District stressed the importance of career awareness and career exploration for middle school students and encouraged parents to take an active role with their children in exploring careers and skills needed for the workplace.

A workshop was held, called "Developing Workplace Connections and Site Visits," that provided information on including worksite visits and corresponding classroom activities for middle school students. Participants planned community outreach activities.

As part of the career development process in the middle school, volunteers were recruited and trained to work with middle school students. They were provided with information to help students develop employment readiness and interviewing skills.

The "Developing A Publication of Career Presenters" was a workshop where a plan for writing a follow-up Guide to Career Day was developed. The guide will provide presenters' profiles and will include career information helpful to students, teachers, and counselors.

The **New York City Technical College** Cadre conducted a Tech Prep Workshop at a

Professional development day. The workshop included introducing the middle school career development project. Topics included: What is Tech Prep, What is School to Work?, What is SCANS?, and The Learning Standards., A Circle Chat Activity had participants remember an experience in school; a discussion followed the formal presentation.

Two middle school parent workshops were held related to selecting a non-traditional vocational/technical high school for girls. A "Parent as Educator" training was conducted by the cadre that focused on mathematics using manipulatives and making connections between math and the real world. Other parent workshops dealt with setting career goals as a support to preventing children from dropping out of school, and visiting the Education and Job Information Center at the library to help their teens prepare for a successful career.

A workshop was held on "Sexual Harassment in the Schools." Concepts discussed included: the difference between gender harassment and sexual harassment; legal definition; consequences; strategies for preventing and dealing with sexual harassment; and, what schools should do. The presenter learned how unaware educators are about what constitutes sexual harassment and the ramifications of not addressing allegations of sexual harassment.

The **Niagara County Community College** Cadre conducted twenty training events. A training session entitled, "Gender Equity Career Planning" to parents on the importance of career development and equity. A career development booklet purchased by the consortium grant was provided to participants. A "Partners in Pride" presentation was conducted. "Partners..." is an education-community based organization which has been Lockport's effort in establishing a School-to-Work platform of participants. Employers and administrators sit on an advisory board which looks to expand the number of work-based opportunities for students. A short presentation was given at a monthly meeting on the efforts and purpose of the Niagara Cadre.

Out of Bounds Training was provided several times by the cadre. This included training on the activities and materials needed to conduct adventure based learning in the classroom. The workshop gave an overview of the rationale for Out-of-Bounds instruction and how it can be used effectively to integrate certain career information into regular classroom practices. Hand-outs and other related materials were distributed. The sessions were well received by the attendees.

A Career Awareness Session at the Parent & School Open House was held by the Cadre. The issues of equity and gender in terms of student career choice and the Tech Prep and STW initiatives were discussed. The Cadre also held a "Middle School - After School Teacher Workshop" that provided a two-hour session on the frameworks of CDOS, Tech Prep, and STW. Issues of gender and equity and Adventure Based Instruction were discussed. Part 2 of the training was held two days later and covered the new learning standards and curriculum integration. Each member was given a copy of the Curriculum & Program Guide which provides examples and an explanation of the CDOS and instructional frameworks for integrating standards.

At the Tech Prep Conference, Cadre co-coordinators gave a workshop on the Niagara County Curriculum & Program Guide. At the LaSalle Middle School's Parent Open House the cadre had an informational table on Tech Prep, STW, and related materials.

The cadre made a presentation at the monthly county-wide Counselor Association Luncheon. The presentation covered Tech Prep, School-to-Work, Cadre Team concepts, graduation requirements and the new learning standards. Based on feedback from the attendees, it was one of the best presentations of the year. A host of materials were given out including Cadre guide, tech prep videos and brochures, COI calendars, State Tech Prep Newsletters, and the Tech Prep State Evaluation.

A presentation was made to the Executive Committee of the NYS Technology Education Association (NYSTEA) on ways to integrate CDOS into classroom methodologies. The trainer stressed the importance of curriculum evolution to improve teaching and learning for all students. The session provided an opportunity to discuss the relationship of systemic change and classroom practices with the new standards. A presentation was also made at the NYSTEA Annual Conference. The workshop, "A World in Motion II," the trainer discussed the relevance of applied learning, School-to-Work and CDOS frameworks in relation to classroom practice. The workshop was an opportunity to relate cadre activities to the bigger educational reform movement.

The Western New York School-to-Work Institute, sponsored by the Cadre, Tech Prep Consortium and a host of other organizations, was an all-day conference held in February on uses of School-to-Work in business and industry, and local classroom practices. The Institute is designed to provide an opportunity for educators and business professionals to share ideas about local initiatives aimed at schools, teachers, and students. Participants visit local businesses for a tour and to learn about business needs and employment opportunities. In the afternoon, workshops were provided in elementary, middle, and secondary programs which work in school-to-work and the new learning standards. Over 200 educators and business professionals took part in the event. The Cadre designed the Western New York Best Practices Booklet which was handed out to all participants.

To conclude the training for the school year, cadre members held an end of the year review of classroom practices and methodologies for middle school faculty and staff. They provided a two hour workshop for teachers and counselors to review their school and classroom plans and ways they can incorporate the new learning standards into everyday practices. The session provided an informal way to address and discuss the issues of new graduation requirements and how middle school programming can be part of the effort.

The **Oneida-Madison BOCES** Cadre conducted a 90 minute workshop presentation, "Taking Your Students Out of Bounds", for 77 teachers/counselors/administrators at the National Tech Prep Conference. A brief discussion of the NYS Career Development and Occupational Studies Standards was followed by group participation in four Out of Bounds

activities. All activities were debriefed with emphasis on how the activities may be used in any classroom (any subject and any grade level.)

The cadre also conducted five 90 minute "Out of Bounds" training sessions, arranged through local teacher centers and school districts. The purpose of these workshops was to introduce middle school teachers to the Out of Bounds program. Participants were actively involved in three Out of Bounds activities. Teachers who participated were invited to a two-day turnkey training in July.

Teachers who participated in the 90 minute workshops during the 1996-97 school year were invited to participate in a 2 day training session in July 1997 so that they could become Out of Bounds Trainers. This 2 day workshop taught teachers how to use the Out of Bounds program developed by the Career Options Institute. Those attending participated in several Out of Bounds activities. Debriefing of activities was modeled. Information regarding Career Development and Occupational Studies Standards was provided. Also discussed was the philosophy of adventure based learning.

Jane Winker, Oneida Madison Cadre leader, Stephanie Stewart, Fulton Montgomery BOCES Cadre leader and Andrea Walter of the Career Options Institute collaborated on a presentation at the Gender Equity Conference in Des Moines, Iowa. The presentation described the Tech Prep Middle School Cadre program in New York. The workshop leaders facilitated activities from the Out of Bounds program and from the Gender Equity course developed by the Career Options Institute. Workshop participants included representatives from business, higher education and public education. Many were also job counselors for displaced adults.

The **Onondaga Community College** Cadre conducted seven turnkey training events. At the Central New York Tech Prep Consortium/Onondaga County STW Partnership local conference, a PowerPoint presentation was given that addressed School-to-Work, Tech Prep, SCANS Skills, NYS Learning Standards, CDOS, education reform and how they all impact middle school students. At a Central New York Tech Prep Cadre workshop, a presentation was given on the infusion of CDOS, Tech Prep and School-to-Work into academic course curriculum. Strategies demonstrated how school-to-work can be an ongoing part of daily lesson plans, stand-alone lessons, or special programs. Sixty individuals attended this workshop, including fifty teachers.

A workshop for parents advised them of career exploration information available for middle school students. A Central New York Tech Prep Cadre Newsletter was disseminated to all the middle schools in the Tech Prep Consortium (23 districts). The newsletter contains career exploration information for middle school students.

The **Orange County Community College** Cadre held eighteen turnkey training sessions. Six of the sessions were entitled "Career Development For School Communities: Promising Practices." These were jointly-sponsored Tech Prep/Hudson Valley School-to-Work training for

Orange County teachers\educators on: 1) The micro-magnet school community model of career development, 2) Inclusive Techniques and the Odyssey of the Mind, 3) Internet Mentorships for Middle School, 4) Gender Equity Considerations in Career Development, 5)Workplace Simulations Across the Curriculum and 6) Job Shadowing for Career Development. Another training session was entitled "Career Development Cadres for School Communities," which provided training on presenting to the PTA on equity and the school reforms.

A middle school faculty in-service was conducted, entitled "Incorporating Equity in School-to-Work and the CDOS." Another inservice for middle school faculty presented career development approaches in the school and the classroom

A visitation day at the Newburgh City School District, "Strengthening School-to-WorkLinks," showcased and explained career development projects and workplace simulations in classrooms to middle and elementary school teachers. An inservice presentation, "How to Fit STW into Special Ed. Curriculum," was delivered to middle school special education teachers on adapting career development techniques for the special education student.

Two training sessions were conducted for parents in the PTA: one was called "School-to-Work Reforms and the PTA"; another, "School-to-Work Working in the Middle School," gave an overview of equitable career development approaches including workplace job shadowing, career day events and curriculum modification.

The **Queensborough Community College Cadre** conducted thirteen training events consisting of three types of training during the FY '98 year. There is a Part 1 training which consisted of an introduction to Tech-Prep and STW programs, Out of Bounds training, and Gender Equity Awareness in careers. The introduction to Tech- Prep and STW programs involves the use of available overheads and handouts followed by a question and answer session. The Out of Bounds activities vary according to needs and time constraints. There is a question and answer period concerning how the activities can be used in the classroom. The video "Making Points" is used to promote discussion of female and male stereotypes. The "What's my Line" exercise is used to further discuss stereotypes and non-traditional careers. The team has used overheads that feature the experiential learning cycle along with Tech- Prep information and STW handouts.

The second training deals with the development of curriculum using Cognitive/Analytic Strategy. Participants are introduced to the strategy that infuses career information into curriculum. Participants then try to write a subject matter display of a topic covered in class. Members then think about connecting careers and include those careers into the activities.

A third training is done with parents. They are introduced to ways of promoting career discussions at home. They are given information about Tech-Prep and STW programs. In addition, several handouts explaining how parents can help prepare their children for tile future is given out and discussed. Out of Bounds activities such as the Circle Chat and Name Toss to

relax the parents. The What's my Line game and "Making Points" video help to open discussions on gender equity and non-traditional work. Participants are introduced to the strategy that infuses career information into curriculum. Participants then try to write a subject matter display of a topic covered in class. Members then think about connecting careers and include those careers into the activities.

The **SUNY Delhi** Cadre made presentations to the Schenevus Central School District School Board and the PTA. The presentations included an overview of School-to-Work and career options as well as a question and answer period.

A resource information presentation was given to teachers-mentors in earth science, physics and math on "Gender Equity in Math and Science Teaching." Three different sessions, "Raising Standards in NYS & School to Work Opportunities," were held for graduate students in the Counselor Education Program at SUNY Oneonta and Syracuse University. The presentations gave an overview of school-to-work, and an overview of the changes in learning standards and their effects on examinations and graduation requirements.

The cadre also made two presentations to the Girl Scouts Council and Leaders. These presentations looked at the history of School-to-Work and gender equity, and the relevancy of both to the girls and young women who participate in the Girl Scouts. The presenters discussed how Girl Scouting activities provide a spot for girls to take risks and participate in challenges without feeling threatened. Also discussed were the challenges faced by school and teachers in trying to reach all students (e.g., hard to reach, transient students, etc.) and how the community can help.

The **Syracuse City School District** Cadre is involved in Tech Prep Promotion in the eight middle schools in the Syracuse City School District, teaching career planning to all 6000 students in the science classes throughout the city of Syracuse. "Parent Career Planner Nights" have also been held one evening per middle school to present Tech Prep/Health Careers as a secondary option. Tech Prep CDOS meetings have been held to bring together instructional staff to discuss strategies for purposes of infusing CDOS competencies into the core curricula and a planning meeting was held for revision of the middle school career planner process in reference to CDOS applications. An Inclusion Workshop was held for staff and parents to discuss full inclusion policies and practices.

The **Two Year College Development Center** Cadre created two "sub-cadres," the North and South Capital District cadres. They held a total of 26 turnkey training sessions. Among them were

- CDOS and NYS Learning Standards" presented information to teachers and school counselors regarding CDOS and how it relates to other standards.
- "Career Information and Parents" shared school population demographics and significant barriers to parent participation with teachers, counselors, parents and administrators. The

workshop explored the characteristics of families including language, education, occupation, strengths and needs; particularly as they relate to the development of a parent involvement plan.

- "CDOS and Education Reform" was a 30 minute presentation using overheads and handouts. The information will be used by districts in the development of career and education plans.
- "NYS Learning Standards & Career Education Curriculum" provided information to teachers, counselors and administrators, regarding NYS Learning Standards and how CDOS relates to other standards and Career Education (Occupational Education).
- "The New Realities: The Changing World of Work" was presented to the Gloversville High School PTA. Topics included in the presentation were: technology, global competition, demographics, STW, NYS learning standards, CDOS, foundation skills and what parents can do to help. This training will be used to help children with career development.
- The "HFM BOCES- VoTec Recruiting Session" was an event to explain all the career opportunities available for students at the center.
- Three "Middle School Guidance and Career Development" training workshops were offered by the cadre for teachers and school counselors. The mini-workshops provided numerous resources to participants about relevant teaching, career preparation, lesson plans, and new approaches.
- "SCANS and Outdoor Education" was a training session offered for Tech Prep program directors and a teacher that focused on a Circle discussion that addressed: 1) future occupations; 2) SCANS skills; 3) use of field studies and other outdoor, environmental activities to teach SCANS skills; and, 4) evaluation of skills via rubrics.
- Three "Career Development" meetings were held in Saratoga Springs to address planning issues and to share ideas related to careers and career education.
- The Cadre held training at The Galway Superintendent's Conference Day. Topics included: the School to Work Initiative, Career Development Process, Connecting Activities, Conducting Activities, and Communicating Messages. In afternoon breakout sessions with employers, discussions included the expectations of business for entry level employees, what schools can do to prepare students for the workplace, and weaknesses business find in graduates. Each session had a Question & Answer segment.
- "Why Do I Have to Learn This, Anyway?" was a presentation on how to answer students when they ask: "Why Do I Have to Learn This Anyway?" It is basically a look at career planning and development.
- A four-hour workshop was held in Hudson to provide middle level educators with information, techniques, and resources to assist them in developing relevant and interesting instructional activities for use in their classrooms to help students reach the NYS Learning Standards. Topics included: learning styles and strategies; a gender survey; rubrics/SCANS skills; and Out of Bounds activities.
- A PowerPoint presentation regarding STW, Tech Prep and the CDOS standards was made to the participants in a Fulton County Chamber of Commerce Leadership Academy.
- A presentation was made to the Amsterdam High School faculty on the CDOS standards.

The district has a small group of teachers implementing pieces of CDOS. Administrators will use the presentation as a springboard to further CDOS implementation.

The **Western Suffolk BOCES** Cadre held a training session on "Proposed Graduation Requirements." In a discussion format, handouts were provided that explained each of the requirements and how each grade level will be impacted. A question and answer session followed with different student scenarios discussed. This workshop was attended by a diverse group, including teachers, counselors, students, parents, community members, business and organization representatives. (* information provided based on the interim report)

Long Term Impact

Each cadre was asked to describe the long term impact of their respective project. Specific questions asked and answered included:

- How has the cadre had influence in the Tech Prep area?
- What events, activities, or institutional changes have happened as a result?
- What are people saying about the positive impact of cadre work?
- How is this cadre initiative having an impact on career options?

The following expectations and impacts have been reported by the Cadres:

Alfred State Tech Prep

The Cadre's turnkey training events impacted ten school districts from Allegany and Wyoming counties. The Cadre was able to reach out to a good blend of representatives form the following areas: teachers, counselors, business representatives, parents, community members and organizational representatives.

The Cadre activities have increased tech prep's preparatory services to students below the 11th grade. The Cadre introduced comprehensive career assessments and counseling in the middle grades which has helped to focus student interest in the tech prep areas. With a counterpart in the Alfred State College's Placement Office, strong working ties have been forged between the College and the cadre, adding to the curriculum connections of tech prep.

Institutional changes include the use of comprehensive career assessments and counseling with coordination between the cadre and the College (Tech Prep), annual career fairs, and extension of the learning environment through work-based learning.

From presentations provided to the faculty and staff, teachers have become much more aware of how the CDOS parallels their content curriculum. Some teachers have expressed that they are making more of an effort to connect classroom activities with real life situations. Through these connections, students have become more enthused about learning and parents have commented that what is being taught makes sense. In addition, some of the state exams reflect School-to-Work situations; thus, driving home the point that the CDOS must be implemented.

With the availability of the Discover Program in the Wellsville School District, students and adults, locally and from other school districts, have been able to assess interest, careers, college information, etc. We have received much positive feedback from those individuals.

In November 1998, the Wellsville School District will be holding a Career Fair. Faculty and Staff have been providing input on the Career Fair and anticipate a successful event.

From feedback provided at the end of the five career fairs, roughly a quarter of the girls expressed interest in pursing a career typically considered to be male dominated. Examples of these careers include: conservation and heavy equipment, criminal justice, and dentistry. Four percent of the boys expressed interest in careers in fields such as cosmetology and nursing. Several students indicated that they were surprised by the actual amount of education needed for their career choice. The career fairs provided and awesome opportunity for students to learn about some careers that they did not know about. Because of this, programs such as Discover, consulting with guidance counselors, etc., have been on the rise.

Bronx Community College

This year, the cadre has been instrumental in initiating several joint meetings and training with the Tech Prep Counselors and Coordinators. the focus of these meetings has been to:

- Open up a dialogue for discussing the problems experienced by middle school graduates, their parents and counselors in smoothing the transition from the security of the middle school to the uncertainty of entering high school.

- Create a forum to share the recruitment criteria and strategies utilized by high school Tech Prep Counselors in selecting and supporting the graduation of Tech Prep students.

- Create, plan and implement more staff development and training opportunities. During 1997-98, two such events were held: "How to Involve Parents in Career Education" and "Gender Balancing in the Classroom."

- Cadre members have been involved in a recent Tech Prep Teacher Training activity to prepare a new group of Tech Prep teachers from the Health Opportunities High School to formally add them to the Consortium in the next fiscal year (FY '99).

- Cadre embers are now invited to attend at least one Tech Prep Steering Committee meeting per year. This change occurred as a result of issues and suggestions that were raised at monthly meetings.

As a result of the numerous turnkey trainings, local career day programs and presentations on the district level, there continues to be an increase in awareness of how unconsciously gender bias plays itself out in the classroom. Feedback from a recent presentation made by several cadre members resulted in the comment form Justin Rodriguez, Assistant Director of Support Services at District 9, "Tech Prep middle school plays an important role in fostering career awareness and educational opportunities for all our students."

Additional feedback from cadre members who have done "Gender Balancing" and school-to-careers trainings this year have resulted in raising teacher consciousness and renewed

initiatives to become more sensitive to these issues. Some teachers have also begun implementing strategies that would allow them to be more supportive of female students by exposing them to more career role model opportunities. Conversely, the cadre's discussions around improving the exposure of boys to non-traditional careers resulted in new ideas for programming for the next school year. Two possibilities explored were: forming career partnerships with students in 8th and 9th grades at cadre schools; and, utilizing resources of career day speakers at other times throughout the school year.

Broome-Tioga BOCES

The Cadre has gained exposure in the Broome-Tioga area by joining the local School-to-Careers Partnership, offering programs at local community centers (such as the Discovery Center), and through presentations to local groups such as the Tech Prep Executive Committee, principals' meetings and faculty meetings. Consulting with the School-to-Careers Partnership on activities such as Careers Month," the Parent Career Connection Workshop, and parent brochures, has helped these organizations gain an appreciation of the cadre's training and resources. Cadre members have been active presenters in the local Tech Prep Consortium and have presented at workshops offered by other professional organizations. The Cadre has also established a web site and conducted student surveys to assist local districts with their career programs. The goals have included reaching all students (regardless of gender or ability) and all those involved with students, particularly parents, teachers, community agencies and business.

Through these methods, the cadre has brought more attention to middle school needs for career and gender equity education. Offering parent career tip brochures, developing a web site and distributing cadre business cards are helping to get the word out about the cadre to parents, students, community organizations and teachers. All of the presentations, publications, workshops or in-services provide a component for gender equity. The Cadre mission, to include equity and careers in each presentation, helps us to remain goal-oriented with all cadre initiatives.

Cattaraugus-Allegany BOCES

The Cadre has increased teacher awareness of Tech Prep. Since local Tech Prep programs are delivered only at the Vo-Tecs, most home-school teachers have little or no knowledge base of this initiative. Teachers also have been made aware of the career connections within their curricular areas and are more open to discussion about career development. Furthermore, teachers have taken an active role in the integration of academic and vocational education, a key component of Tech Prep.

Much more training in CDOS has taken place than would have happened without the cadre. There is more career awareness, more career exploration, and more community involvement in career development because of local cadre efforts. Districts are more aware of the need to contribute to student career development and student career portfolios. Through teacher externships, faculty are better equipped to integrate CDOS skills and are more cognizant of

workforce requirements.

The response has been slow but receptive. Time constraints and demands of implementing the other learning standards have been major obstacles; but inroads are being made and cadre members are being seen as positive resources for raising standards and facilitating change. Despite rural limitations, the cadre has become an effective conduit for communicating state-mandated changes and career resources.

Through the collaboration of the cadre and the Career Information and Parents grant program, students are being influenced to take new perspectives on career choices. Students, teachers, and parents are being challenged to examine and explore many more career options.

Library resources and materials have been purchased for career centers at cadre-member districts and are used by both staff and students. Career Centers have been established to provide assistance for boys and girls to explore non-traditional career options, and students can participate in career tours and shadowing through cadre/parent project collaboration. Also, over 300 students have initiated career portfolios using both electronic media and the University of Wisconsin-Madison model.

Dutchess County BOCES

The Cadre has welcomed the opportunity to become part of the Tech Prep initiative to provide a Regents level applied-learning curriculum for all students and to integrate a career exploration component throughout the K-12 curriculum. The cadre and faculty from their middle schools have created new units, revised existing courses and written new courses that are interdisciplinary, project based courses that are integral to the middle school Career Exploration Program. In consultation with the Tech Prep faculty and guidance counselors, the new middle school course work became a logical precursor to the Tech Prep courses at the high school level. The middle school Career Portfolios will become part of the 9th grade Student Planning Portfolios with the high school counselors to assist with student counseling. The "Adopt A School" Project with Dutchess Community College connects the middle school project with the middle and high schools. College faculty and staff from admissions, research, testing and academic affairs provide workshops for students, parents and teachers. .

Many events, activities, and institutional changes have occurred as a result of the cadre's activities. Specific actions at cadre schools follow:

<u>Rondout Valley Middle School (5th & 6th grades)</u>

- Completely revised "Jobs and Finance" unit in Government/Economics course to reflect CDOS standards.
- CDOS training and progress of Career Exploration Plan is on the monthly agenda of monthly 5th and 6th grade faculty and School Improvement Team meetings.
- Worksite audits are part of faculty curriculum research efforts.

- The new "Travel Unlimited USA" unit in 5th grade is designed to flow seamlessly to new "Travel Unlimited International" unit in 6th grade.
- Career Week for 6th grade is an annual capstone event with 30 professionals discussing their careers with small student groups. Students prepare with research.

Dover Middle School (6, 7 & 8th grades):

- A counselor meets with each 6th grade class 60-75 minutes daily for one week for a thorough introduction to identifying individual interests, learning research methods, and presenting written and oral reports about research. A Capstone Career Breakfast with professionals is held.
- A three grade Career Exploration Plan is presented to faculty. The 7th grade initiative will be piloted in the 1998-99 school year.
- A "Career Advisory Course" was written for 8th grade.
- "Career Report," "Entrepreneurship" and "Healthy Choices" units were written to revise the "Life Management II" course for 8th grade.

Pawling Junior/Senior High School

- Pawling staff were disappointed last fall as the new middle school Principal resigned the day before school opened and the bond for the middle school building was rejected by the voters. The high school Principal assumed an active role with the cadre and supported all plans.
- An original interdisciplinary course "Career Pathways" was written for 7th grade by Social Studies and Science faculty.
- New interdisciplinary units "I Made It, So Can You" and "Changing Gender Roles in the Workplace" were written and taught by Social Studies and English faculty.
- The "Adopt-A-School" Project was fully implemented with Dutchess Community College. College faculty present the Career Dialogue Series with 8th grade students and the college admissions Director presents a workshop for 8th grade parents.

Faculty, counselors, and administrators from middle schools, high schools and college are deeply invested in the Career Exploration Plans and continue to examine current plans and make new commitments to the Project. They are appreciative of the grant's direction and support to help school improvement plans that expect high academic standards and extend the interdisciplinary, applied learning model in the middle schools. The cadre members have initiated courses, units and activities that generate enthusiasm and support throughout the school community.

Faculty surveys show inconclusive results with regard to the impact on the career options that girls and boys are thinking about pursuing. Better measurement tools are needed to better measure this.

Eastern Suffolk BOCES

General awareness of the cadre as an available resource for the staff development of middle school counselors and teachers continues to expand. Greater numbers of 8th and 9th grade students have been exposed to the Tech Prep concept and are beginning to become familiar with the Tech Prep options available in their district. The use of the internet and computer based career exploration software has grown into on of the most requested staff development activities.

Selected districts that have received training by Cadre members continue to implement a formalized career planning process using one or more of the resources that were made available through the Middle School Career Development grant. A concentrated effort was made to "market" the internet site as an awareness and resources information access tool. Middle school staff were targeted in particular. The use of the site demonstrated a dramatic increase from 29 users in December to 355 users in February. The numbers continue to rise, which would appear to indicate the great potential of the internet as a supplemental staff development tool.

Collaboration with parallel initiatives such as the Transition Coordination Site and the Long Island School to Career Partnership have resulted in new collaborative activities such as transition mini-grants to districts providing innovative career preparation fro students with disabilities and a planned October 1998 conference with the STW Partnership will highlight best practices for middle school staff.

Training participants have made positive comments about the impact of cadre work on their school, as well as their teaching or counseling practices. Some comments follow:

- *"I will use this program and be sure that it is seen by all my colleagues back at school."*
- *"I want to get online and show my students how career exploration can be fun and useful."*
- *"I intend to sell this concept to my district and use it in the middle school."*
- *"I want to spread the word to my colleagues."*
- *"I will try to get funding for this program included in my school budget for next year."*

All the resources distributed and shared with attendees encourage exploration of careers that are not traditional to a specific gender. A process for long range follow-up of students is being implemented to capture the impact of the cadre initiative on student choices.

Erie 1 BOCES

The Cadre's workshops have met with very positive results. Many of the participants came with little or no knowledge of Tech Prep, CDOS or the SCANS skills, and left with an

awareness of these areas. In presenting the "facts" about employment and education, many participants have become aware of current employment trends. It is hoped that teachers have been prompted to adjust their teaching methods to include more relevant information in their daily presentations. Many of the workshop participants asked for more activities that could be included in the classroom and were pleased that copies of the Out of Bounds notebook were available. Participants have also asked for more discussion time following the Out of Bounds training; unfortunately, time constraints have prohibited having as much discussion time as participants would like.

It is difficult to assess the long term impact at this point. In each school, there are teachers that are including career awareness units in their curriculums. If nothing else, teachers have been awakened to the current trends in continuing education and employment and have been made to see that it is important to make their lessons meaningful to the world around the middle school student.

Middle school girls are being made aware of career options through videos on gender equity, classroom discussions and guest speakers.

During the summer of 1998, 80 teachers from Erie County Schools participated in summer externships sponsored by the Western New York Regional School-to-Work Partnership. Many of these participants are middle school teachers who have attended the cadre's workshops, been enlightened by the presentations, and wanted to learn first hand about the workplace that students will be entering.

Finger Lakes Tech Prep Consortium

The Finger Lakes Tech Prep Consortium has produced over 66 program articulation agreements among the 20 school districts. These articulation agreements prescribe an established sequence of academic and occupational coursework that seamlessly link to the post-secondary partner. The Consortium has found that Tech Prep students are successful at the post-secondary level because of the seamless transition from high school to college to work. Working on that premise, it is equally important for the Consortium to provide a smooth transition for students moving from the middle school environment to the high school environment. To this end, the Middle School Cadre has worked closely with the Work Experience Coordinators in the local districts. Each district in the region has a STW/TP Coordinator responsible for the dissemination and coordination of career development activities for students and educators. Many students entering their freshman year of high school have experienced career awareness opportunities both inside and outside the classroom that provide them with a base of knowledge and a career focus that enhances their Tech Prep studies. The Middle School Cadre has provided training and technical assistance to the Work Experience Coordinators.

Institutional changes are occurring as a result of the middle school gender equity training. For example, school administrators support he integration of Equity Professional Development

by providing time within the Superintendent Professional Day. Most districts regularly schedule an annual non-traditional career day as part of their normal practice. Faculty have made a commitment to examine their teaching styles for gender bias, make corrections where needed, and to examine the impact of these corrective measures based on students' test scores and career choices. Faculty or school coordinators regularly sign out Equity training materials for use in their classroom or own professional development.

The Finger Lakes Middle School Cadre recruited over 50 educators, students, and business representatives to participate in a workshop titled, "Preparing Students for a Changing Economy," held in February in Canandaigua, New York. Cal Crow of the Center for Career and Work-Related Education, led a discussion comparing the current industrial model of education with the knowledge and skill base required for success in a post-industrial society. Hands-on activities and design strategies that educators could use in their classrooms and counseling offices were also presented. The cadre facilitated round table discussions throughout the day.

Twelve educators from the region completed the Cadre's turnkey training in April. Many of the trainees completed equity projects independently as a capstone to the training. Project ideas included an "EQUALS" card game for Social Studies Curriculum and Equity placements to be used in the community's restaurants. These new tools will be utilized in the school districts and greater community.

Teachers and counselors have candidly spoken about how they have incorporated many gender equity lessons into their curriculum. For example, home and careers teachers have made corrections to their classroom materials to ensure job titles are non-gender/non-biased. EQUALS activities have been incorporated to discourage male dominance in the classroom. Many of the districts are rural in nature and there are few non-traditional career role models for the youth to observe. The Cadre is seeing a higher rate of acceptance of females to explore non-traditional careers as compared to males. Educators believe they have made a difference in the lives and self-esteem of their students.

New York City Technical College

The success of the cadre training and turnkey training for the cadre resulted from individual adaptation of materials that were made available to the cadre members. Cadre members devised and presented turnkey training to fit their own and their school's interests and needs. All cadre members are interested in hosting events for parents.

The Tech Prep project has had an opportunity to provide information to feeder schools on its programs. The cadre became aware of the need for students to prepare early for technical careers. They also more clearly understand the associate degree and the "two plus two" concept.

Career Days have become institutionalized and have more non-traditional and technic representatives. Teachers are more knowledgeable about school-to-work initiatives, learning

standards and project based learning and are more conscientious i their efforts to connect academics with preparation for the world of work. Family math programs are presented on a more regular basis.

The cadre and their schools are more aware of gender equity issues. They are requesting more videos on careers and speakers in the classroom. Schools are being led into discussions about girls' choices. One counselor said that she never mentioned technical schools as an option for girls and now does routinely.

Cadre members are developing as trainers. They are selective about how their presentations can be improved.

Monroe Community College

The Monroe County Middle School Cadre created an informative presentation for FY 98 that included an overview of the changing world of work and clear explanations of the SCANS skills, CDOS and the New York Standards. The Cadre also developed a workshop that included showing teachers, counselors and administrators concrete ways to modify curriculum across all disciplines so that it addresses the state and national mandates.

The Cadre's efforts have generated a great deal of interest, not only from Monroe County educators, but from educators in the region who attended the March 25 presentation and workshop. This has resulted in future plans in FY 99 which include the cadre sharing their presentation and workshop with various audiences across the county and the region.

The Monroe County Tech Prep Consortium Board now has two administrators who are members as a result of the middle school cadre -- the principal of Pittsford Middle School and the principal of Jefferson Middle School. The Cadre project is also working to encourage teachers to focus on gender and math, science and technology. The Cadre has also developed linkages with the area School-to-Work consortia, which are also involved with Tech Prep efforts. Sue Heiligman, the Cadre leader, was recently appointed as a part time School-to-Work Coordinator for the Rochester City schools. This will strengthen the linkages between the Cadre and the School-to-Work efforts in the City schools. Linkages already exist with the five regional School-to-Work consortia and the Cadre, as they joined forces to present the first STW/Tech Prep Expo in March '98.

One of the Cadre members, a science teacher, has begun to create a Math, Science and Technology (MST) curriculum. She will continue to work closely with the Tech Prep Coordinator who is creating a new initiative in MST for the FY 99 Tech Prep Project. In March 1998, the Cadre collaborated with the five area STW consortia as they hosted an all day workshop as a part of the first Annual STW/Tech Prep Expo. The presentation included an overview on the changing world of work. Additionally, the Math, Science & Technology initiative will result in the creation of MST curriculum at the middle school level through the

efforts of the Cadre science teacher and the Tech Prep Coordinator. This is an exciting venture, as the curriculum will be piloted at James Madison Middle School, a new Rochester city school.

Participants in past workshops and the Cadre members themselves feel more aware of the gender issues in education and the workforce than ever before. They are also becoming more comfortable with the NYS Standards, as they've been shown how to integrate them into their lesson plans in concrete ways. Participants indicated that they plan to use the information from the workshops in some of the following ways: make students more aware of connections to careers and skills they use in the classroom; stress COOS/SCANS in guiding individual and group activities in the classroom; present this information at faculty meetings and at in-service sessions in their own districts (with the aide of our Cadre members and their PowerPoint presentation); concentrate on more interdisciplinary approaches; and, be more aware of what and why they are teaching certain content.

Since teachers are more aware of the gender issues involved in education and the workforce, the students are, in turn, beginning to realize the possibilities that exist in all areas of work for both men and women. For example, during discussions about gender equity issues, which arose from Cadre presentation materials, teachers indicated that they were becoming more conscious of the need to emphasize non-traditional career options to both boys and girls in an effort to have them avoid stereotypes. This will result in the students focussing on skills that are of interest to them, rather than skills that society has taught them they should enjoy.

Nassau County Tech Prep Consortium

The cadre has influenced teachers and counselors as well as parents and students, to explore the Tech Prep Program as a valuable Regents' level program. During the cadre's turnkey training for parents (parent workshops), information was disseminated about the importance of early career exploration, the importance of career development, and the changes in school programs to meet new learning standards. The cadre has been involved in arranging for faculty members and parents to visit business and industry worksites. They have encouraged parents to contact local representatives of business and industry to speak at workshops in the schools. The business and industry representatives will help make teachers, counselors and parents become aware of the skills and attitudes that are needed for the world of work. As a result of these visits and workshops, the cadre heightened teacher and counselor awareness of the need to encourage students to become better prepared for the world of work. Students are being encouraged to take courses in communication arts, mathematics, science and technology. Tech Prep courses use a contextual, integrated, applied approach. Students most successful in these courses are motivated to take more advanced Regents' level courses.

The middle school cadre project presented training events that encouraged teachers, counselors, administrators and parents to work together to develop a career process in the middle schools. Through the cadre's efforts the schools developed activities that led to the integration of CDOS skills into the curriculum. The cadre has been influential in the development of a Career

Resource Guide, a resource center for careers, a career library and the compiling of a career profile. As part of the career program the schools have instituted a career assessment program for seventh and eighth grade students. Parent workshops focused on changes in the learning standards, application of real world skills in academic areas, educational programs, and the importance of career development. Parents were encouraged to take an active part in exploring careers with students, developing speakers' bureaus and reaching out to local businesses and industry as workplace sites for school programs.

The cadre team has encouraged a continuum between the high school programs and the middle school students. Parent Nights at the high school included middle school parents and students to give them the opportunity to explore programs such as Tech Prep. Videos, brochures and course offerings are shown and distributed to students and parents by the middle school counselors. The middle school cadre teams were influential in the establishment of school programs such as a career resource library, career day programs, advisor-advisee groups, interdisciplinary expos, job shadowing and administration of instruments for career exploration.

Administrators, counselors and teachers are very positive of the efforts of the cadre in the local schools. The turnkey training events prompted changes in school programs and the development of integrated curriculum. Teachers participated in workshops on contextual, integrated and applied learning techniques that are being incorporated into their lessons to prepare the students for the new learning standards. The counselors are enthusiastically developing career programs that articulate with the high school program. More career activities have been integrated into the guidance program. Parents indicate their enthusiasm by becoming more involved with their children in exploring careers and in volunteering to help develop a speakers bureau and a local workplace connection for school related activities.

The greatest effect of the turnkey events is the impact they had on the students. Students who were not electing to take mathematics, science and technology courses are now doing so. Females and males recognize the importance that technical skills have in the workplace of the future. Students are exploring careers in many ways through curriculum, library resources, profiles, assessment tools, job shadowing and programs. Parents are becoming more aware of the choices of educational programs being offered in their school districts and can better guide their children's choices. The past year has seen more females choosing more non-traditional courses than in previous years.

Niagara County Community College

This year's grant and the activities funded under it has been an important addition to Tech Prep development. Although the process and function of the grant has changed significantly over the last two years, it now has a direct influence on how Tech Prep operates at the middle school level. In the past, frequent visits to middle school classrooms were made and the topics of Tech Prep and school-to-work projects were discussed. Now, advocates are right in the schools. They are incorporating activities and information directly. The Cadre project has helped efforts

in Tech Prep and the STW Partnership as well.

Presently, the feeling of the Tech Prep program consortium-wide has been very supportive even in the face of changing high school requirements and the learning standards. The Cadre approach in contrast to the original Gender & Equity has provided a better alignment to Tech Prep. Early on, the equity grants were focusing on gender and career choices. While they were closely tied to the efforts of the Tech Prep grant, the Cadre movement appears to be making better progress by providing people right in the school to act as liaisons. This movement may just be the extension of offering more grant funds to the variety of Tech Prep projects state-wide. Therefore, over the last two years Cadre awareness is growing and support for activities has become somewhat systemic in making Tech Prep more effective.

The cadre is also seeing more support for alternative programming even in the face of higher standards. Through these programs, higher standards CAN be achieved -- the living proof is the students' success. The more information and validation received adds fuel to the growing effort for change and educational evolution.

Educators have welcomed the variety of activities and methodologies that Cadre members have shared over the last two years. This year, the cadre has had an increase in the request for materials, handouts, and related training materials the Cadre have provided. In many instances we have heard, "I can't wait to use this tomorrow," or "this really looks like it would be fun," or "this really validates that I'm addressing the new learning standards already." Information provided at the County Counselor's Association luncheon in January gave the cadre an opportunity to showcase all of the things they support in school programming through Tech Prep, Cadre Team, and STW to counselors in both high schools and middle schools.

The Cadre members themselves are discovering a wealth of support and information from their involvement, and that in turn helps them become advocates for these types of initiatives. The professional development they receive from being involved enables them to become better acquainted to deal with the changes in programming, not only at the local level, but at the state level as well. Their "inside" track to understanding the changes at the State Education Department helps their faculty and students succeed in making better decisions about teaching, learning, and career development.

Over time Cadre efforts may well in fact help students make wiser career choices for both male and female students. The cadre has seen an impact at the College (NCCC) in terms of students "majoring" in what were once considered "non- traditional" career areas, and believes that it is a direct correlation of the work done in the early years of equity grants prior to 1995. Unfortunately, since many school districts do not follow-up with many of their recent graduates, it is difficult to assess the impact of the efforts in terms of career choices. The research is somewhat clear on personal career decisions, especially of middle or high school graduates -- they tend to hold off until college in making any real informed decisions; for many, that's too late.

Providing relevant information about career options to other teachers, parents, and interested parties can only aid in their pursuit. When the Board of Regents dropped the consideration of Career Majors as a part of the new graduation requirements, it may have an impact on the number of career related courses for which students down the road may be eligible. This is not due to a lack of interest, but may in fact be a product of having to take more math and science to meet the passing requirements of graduating from high school into the next century. In fact, failure to pass these five core area exams may put more pressure on students to consider other options. Teachers in core disciplines will need more relevant career information so that students will have access to the types of career options as they relate to their school success or failure.

Oneida-Madison BOCES

The main focus of cadre conducted training has been the Out of Bounds activities. In all of these training events, teachers, counselors and administrators actively engaged in several Out of Bounds activities. Evaluations were taken at all events. The overall response to the workshops was very positive. Most participants reported that they are using the activities in their classroom and they are finding them to be a valuable teaching tool. There are many requests for additional training based upon their exposure to just a few activities.

Since the cadre has received training in the Out of Bounds program, there have been many changes in schools. Teachers are changing their approaches to classroom instruction. Out of Bounds activities are now being routinely used in all subject areas to develop SCANS skills and career awareness.

Schools now have bulletin boards devoted to career awareness, and cadre members have seen posters supporting women in math and science. Many districts are holding career fairs, with special emphasis on non-traditional career roles for men and women.

The cadre has seen renewed energy and enthusiasm for classroom activities. Teachers often report that the staff development opportunities renew their energy and have positively affected their classrooms. Enthusiasm has been noticed, in particular, from those teachers who have attended state and national conferences. With so many changes taking place in NYS education, many teachers are searching for new ways to adapt to block scheduling, the new assessments and new diploma requirements. These staff development opportunities (state and national conferences and local workshops) will help teachers meet the needs of their students.

As a result of the spring training workshops in which local teachers were introduced to the Out of Bounds program, three summer training workshops have been completely filled, and several people are on a waiting list. The cadre expects to conduct turnkey training in the Out of Bounds program for approximately 60 teachers during the summer of 1998. This training has expanded from Oneida Madison BOCES into the Madison Oneida BOCES and the Onondaga

County BOCES. The cadre has even had requests for names to be put on the waiting list for summer 1999 training. It is hoped that the cadre may again conduct school wide Out of Bounds training during the 1998-99 school year - possibly in the Utica City school district. Linda Tuggey, a cadre member in the Utica District has been especially instrumental in spreading the word about the program and is helping the group in the implementation of this training.

School staff members are inquiring about cadre membership. They are impressed by the commitment of the State Education Department in this initiative. They see this program as valuable and as a practical approach to career development in the classroom. Several teachers have expressed an interest in continuing participation in this initiative.

Onondaga Community College

The Central New York Tech Prep Consortium is comprised of 22 school districts and 2 BOCES in a four county area. These include urban, suburban, and rural school districts from Onondaga, Oswego, Cayuga and Madison counties. The demographics of the consortium made it necessary to conduct different types of turnkey training. These included one on one peer training, small group faculty presentations, and large conference presentations. Approximately 50 percent of the schools districts are active participants and have implemented career exploration activities into their classrooms at the elementary, middle, and high school levels. The "newsletter tips" was a strategy to reach the more passive members of the consortium.

The Cadre has immersed the middle school level in the Tech Prep movement. Middle school faculty, administration and guidance personnel are now able to recognize their role in the educational continuum as they prepare students to meet the new NYS Learning Standards and accompanying assessments. Career development has been taken outside of the "Home & Careers" box. Middle school academic content area teachers are beginning to infuse career exploration activities into their everyday classroom. The "Real Game" by the NOICC Training Support Center has been distributed and is being used as one of their resources. In addition, the peer to peer networking and sharing has become one of the most critical components of this initiative.

Feedback from parents has been positive. They feel that their children will have a wider base of knowledge as they begin to make choices for coursework in secondary school, as well as attain some of the skills needed after their formal education has been concluded. As a result of this project, career option choices for both boys and girls are based more on aptitudes and interests, not solely on gender issues. For instance, the population of females in the pre-engineering courses such as CAD is on the increase at the secondary level.

Orange County Community College

The Middle School Career Development Cadre is the model and inspiration for a significant collaborative project between the Orange County Tech Prep Consortium and the

Hudson Valley School-to-Work Alliance. The Career Development Cadres for School Communities project involves 125 teachers, counselors and school administrators representing 13 school districts. The objective is to train interdisciplinary school district teams to build awareness of school reform initiatives, serve as career development resources and serve as presenters to others in their communities (School Board, faculty, administrators, PTA's, etc.). All members of the Middle School Career Development Cadre are also members of the Career Development Cadres for School Communities, and serve as resources for that effort.

The participation of the Middle School Cadre means that equity issues are a component of every meeting and activity of the Cadres for School Communities. A recent discussion of job shadowing activities, for example, prompted suggestions for non-traditional jobs and role model resources in the area. Both the Middle School Career Development Cadre and the Cadres for School Communities provide a forum for Tech Prep awareness. This increased exposure has aided our expansion efforts.

Cadre members report that they use the activities and techniques learned at state, regional and local training in their classrooms and counseling offices. Those who are taking the "Achieving Equity in Education" graduate course say that experience has impacted powerfully on how they interpret classroom gender dynamics. Most feel their participation in the cadre has drawn attention to career development and equity techniques at the school level. Four Cadre members completed the "Achieving Equity in Education" graduate course sponsored by the College of St. Rose and the Career Options Institute. All evaluated the course as "excellent" and reported that the course content (and insights gained) informed their classroom approach and turnkey presentations.

Queensborough Community College

Many members of the middle school community were totally unaware of Tech-Prep. Since the cadre has begun turnkey training, more faculty, and in turn more students, have become aware of and sent inquires about Tech-Prep. Educators at the middle school level have experienced many questions from parents about Tech-Prep and are suggesting that 8th grade students look into the Tech-Prep Program when choosing their high schools. Previously, students had not taken Tech- Prep into consideration when choosing a high school. In addition, posters are prominently placed in middle school libraries and counselors' offices.

Many of the cadre members are using the training that they received to its fullest. After returning form the Out of Bounds training in October, some of the members trained their colleagues after trying out some of the activities in their classrooms with very positive results. Students were enthusiastic about trying something new and expressing their ideas for the future. Cadre members have said that their work has recharged their teaching batteries. Administrators feel more informed about student options in careers. Carol Tarley changed one of the activities to reflect career choices. Name Toss became Career Toss with students calling out their future jobs instead of their names. As an activity on Tech-Prep day at I.S. 109, each of her students created

a subject matter display on their future job.

Cadre members feel more open minded about presenting all career choices to students regardless of gender. Girls are being encouraged to seek out programs involving their mathematical skills. They are also more open minded about suggesting more physically challenging jobs to the girls such as surveying, construction, railroad work and forestry. At the same time, they are encouraging boys to look into jobs that are not stereotypical male jobs such as nursery school teachers, administrative assistants, and elementary school educators.

SUNY Delhi

The South Central Tech Prep Consortium Middle School Career Development Cadre focused on awareness sessions. None of the cadre members who presented facilitated a longer process. There is good groundwork for developing some of that in the schools of two of the cadre members, but not through the cadre project.

Three sessions provided were to graduate student level school counselors. These programs showed promise because the college faculty did not have the information the cadre member presented.

This cadre was not as successful as anticipated. Three members of the cadre did not make any presentations. Therefore, no members of the 1997-98 cadre will be continuing as cadre members. A new cadre will be developed early in the school year with concentrations of the cadre members in two or more schools.

The influence of the cadre cannot be assessed as this point other than to report spin-offs from the project. Two members received mini-grants to work in career options development, but at the elementary level.

Syracuse City School District

The work done on aligning the Syracuse City School District's career guidance program with the C-DOS standards, and the training guidance counselors receive, will eventually impact all children in the district. Through revised career planner process, counselors and teachers will work together with students on career awareness, personal interests and skills, as well as how academic content is applied in the world of work. Because of the training teachers and staff development facilitators received from the cadre, the work done on developing lesson plans will also be in alignment with the C-DOS standards.

The Syracuse City School District Tech Prep cadre has been most influential in bringing about an awareness and application of Tech Prep directives. Career days with nontraditional role models have begun both in the middle schools as well as the high schools. Representatives from various businesses and industry have been guest speakers in many classrooms across disciplines

and age groups. Students in the Health Careers Program at Henninger and Fowler High Schools have had the opportunity to go on "rotations" in many of the health care facilities in the Syracuse Area.

The cadre is working closely with teachers on outcome-based activities for their classrooms. Strategies are being developed to improve female participation in math and science classes. Teachers have become more aware of gender issues as they arise in their classrooms and throughout the buildings. The implementation of CDOS in the curriculum at all levels has been very exciting for both the guidance counselors and classroom teachers.

Mentoring on a regular basis is being promoted by the business teachers in all the Syracuse City High Schools. Businesses and industries have become more receptive in working with our students. Students are seeing the necessary requirements and steps to become successful in the world of work. The "world of work" has become not so much a gender related issue, but a life long learning experience for the students of the Syracuse City School District. The cadre has introduced and supported the need to prepare students for much of what life has to offer them.

Two-Year College Development Center

This year, the Capital District Cadre presented information that demonstrated the link between the Career Development and Occupational Studies Standards and the 24 other Learning Standards. This was done through activity-based and lecture formats. Much of what was done was at the awareness level.

The greatest success was the work Carl Carrozza did with rubrics and Bobbi Reed's career activity in her English Language Arts classes. The other information presented by the cadre was interesting and an eye-opener for many teachers as well. It pertained to the skills and knowledge workers need in order to work in high performance workplaces. The cadre also presented information on gender equity and learning styles and tried to demonstrate the connection between these concepts and helping all students to reach higher standards.

The cadre has raised teacher, guidance and administrators' awareness of the CDOS Standards, equity issues and the Tech Prep Option. In Galway the entire school district is developing a K-12 STW system based upon the influence and work of one of the cadre members. Many evaluations indicated that teachers are viewing the purpose for education differently than they did before the training. They are also examining different instructional methods to reach all students. As a result of the training, teachers have increased their awareness of the changing world of work. It's too soon to determine what impact upon equity the cadre's training may have made.

Western Suffolk BOCES (* information provided based on the interim report)

This project has made counselors much more aware of all the possibilities that are available for their students, thereby introducing students to a wide array of career options through curriculum, workshops and college degree choices. There is now a nontraditional/equity focus in many of the middle school programs and also in teacher training/staff development. This project has opened the eyes of teachers and counselors to the new way of teaching -- .equitable. The teachers are enthusiastic about training their colleagues. Both the girls and boys are becoming informed about the wide array of options available to them. Many students have been inquiring about programs that they never even thought about before.

Conclusion

During the 1997-1998 fiscal year, numerous activities were offered by cadres all over the state to enhance the development of the cadres and cadre members. Many of the turnkey training events were conducted by cadres and cadre members. These activities raised awareness and developed the expertise of the various stakeholders involved in educating students and preparing them for the world of work. With support from the State Education Department and the NYS Career Options Institute (COI), successful turnkey training events took place to further develop the expertise of the existing cadre members. The impact of all these events to students, teachers, school counselors, parents, and to community, business, schools and other organizations can hardly be overestimated.

At the time of this final report, cadres are continuing to prepare Turnkey Trainers in various topics related to Middle School Career Development. Quite a few cadres plan to continue with their own self education plans as well to reach and exceed the required number of participants.

Concern and issues are also raised by cadre team leaders, which include requests of assistance to deal with fiscal problems, funding issues and accessing real support from school districts to perform turnkey training. It is expected that cadres will continue to play an important role as they help schools give their students the tools and strategies necessary for future growth and success in the educational and occupational directions they choose. While excellent progress has been made, it will take time before these strategies become fully institutionalized.

Further information about these activities, events, strategies adopted, impact and other data will continue to be shared through the newly created middle school cadre web page. The web address is http://www.albany.edu/nyscadres. It is hoped that the web page will serve as a useful resource for information dissemination and sharing for all the cadres.

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
8020980120	**New York City Technical College**		
98133	Virgie Jones	Teacher/Math	I.S. 296 Brooklyn
98136	Frieda Farkas	Guid. Counselor	I.S. 117 Brooklyn
98137	Lucille Lewis	Asst. Principal	I.S. 292 Brooklyn
98134	Candie James	Teacher/Art	JHS 390 Brooklyn
98138	Zuri Jackson-Woods	Guid. Counselor	I.S. 265 Brooklyn
98139	Helen Henderson	Cord. Des.&E.S.	I.S. 265 Brooklyn
98132	Denise Jennings	Teacher/H & C	I.S.275 Brooklyn
98131	Nicholas Malkentzos	Teacher/Technology	I.S.275 Brooklyn
98140	Linda Silverman	Lead Member	NYC Technical College
98141	Anne Gawkins	Tech Prep Director	NYC Technical College
98135	Anna Rose Guasto	Teacher	
8020980800	**Cattaraugus-Allegany BOCES**		
98171	Larry Sorokes	Tech Prep Coord	Cattaraugus-Allegany BOCES
98176	Cynthia Havers		Allegany Limestone Central
98178	Susan Pircio		Allegany Limestone Central
98177	Barbara Lias		Olean High School
98175	James Driscoll		Olean Middle School
98174	Lynn Corder		Olean Middle School
98173	Jill Bogart	Leader	Allegany Limestone
98179	Michael Smith		Allegany Limestone
98172	Patricia Ash		Allegany Limestone
8020980801	**Two Year College Development Center**		
98119	Stephanie Stewart	Tech Prep Coord	Hamilton-Fulton-Montgomery BOCES
98120	Kristina Higgins	Teacher/H & C	Cairo-Durham Middle School
98130	Francesca Pratten	Guid Counselor	Catskill Middle School
98127	Roberta Reed	Teacher/Language Art	Saratoga Springs Jr. HS
98121	Alice Crotty	Teacher/F&C Sci	Galway Jr-Sr HS
98128	Carl Carrozza	Teacher/Science	Catskill MS
98129	Jennifer Anderson	Guid Counselor	Northville MS
98122	Margaret Kuenzel	Teacher/H & C	Maple Avenue MS
98125	Lucille Ouimet	Librarian	Cohoes MS
98126	Mimi Johnson	Librarian	
98123	Fred Lefton	Teacher/Tech/D&D	Schuylerville Jr/Sr HS
98124	Gregory Czechowski	Teacher/Technology	Schoharie Central School
98118	Connie Spohn	Director	University at Albany TYCDC
8020980802	**Orange County Community College**		
98180	Steven Banks	Teacher/Technology	Monroe-Woodbury Middle School
98182	Deborah Zamonsky	Teacher/H & C	Crispell Middle School
98183	Antoinette Gagan	Teacher/H & C	Crispell Middle School
98184	Barbara Oliver	Project Spec.	West Street School

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
98186	Olga Tuttle	Special Ed.	Port Jervis Middle School
98190	John Hoffman	Tech Prep Coord	Orange Community College
98189	Lynne Sheren	Tech Prep Coord	Orange Community College
98187	Elizabeth Tarvin	Teacher/5-6 Grade	Chester Elementary School
98181	Anthony DeFusto	Teacher/S.S./7 Grade	Monroe Woodbury Middle School
98185	Joyce Mucci		Newburgh Middle School
98188	Tammy Bunkoff	Teacher/Keyboarding/7/8	Port Jervis Middle School

8020980804 Monroe County Community College

98041	Sue Heiligman	Teacher/H & C	Rochester City Schools
98043	Lynn Panton	Teacher/Science	Rochester City Schools
98045	Alice Smith	Career Int Coordinator	Rochester City Schools
98044	Paul Pruitt	Teacher/Technology	Greece Schools
98039	Doug De Vey	Partnership Co.	Greece Schools
98040	Claudia Foti	Teacher/H & C	Pittsford Schools
98046	Linda Traynor	Teacher/H & C	Pittsford Schools
98042	Zelda McDuff	Teacher/H & C	Pittsford Schools
98047	Peggy Tyler	StoC Counselor	Rush-Henrietta Schools
98048	Anne Shannon	Tech Prep Coord	Monroe County Consortium

8020980805 Broome BOCES

98109	Ginny Amato	Tech Prep Coord	Broome Community College
98110	Ann Schultheisz	Cadre Leader	Binghamton City School District
98111	Theodora Bryant	Consultant	Chenango Forks School District
98112	Theresa Coyne-Hoyton	Guid. Counselor	Owego-Apalachin School District
98113	Cynthia McMahon	Guid. Counselor	Harpursville School District
98114	Richard Gumble	Guid. Counselor	Chenango Forks School District
98115	Liz Barvinchak	Teacher	Binghamton East Middle School Dist.
98116	William Burke	Teacher	Chenango Forks School District
98117	Kathy Collier	Guid. Counselor	Newark Valley School District

8020980806 Syracuse City School District

98023	Lena Kochian	Tech Prep Coord	Henninger High School
98024	Howard Kligerman	Guid. Counselor	Fowler High School
98025	Robert Bezy	Guid. Counselor	Henninger High School
98026	Mary Anne Vigliotti	Cadre Leader	Henninger High School
98027	James Schofield	Guid. Counselor	Clary Magnet School
98029	Sue Verbeck	Teacher/Science	Clary Magnet School
98030	Theresa Hunter	Teacher/Math	Clary Magnet School
98031	Al Hunter	Teacher/Science	Huntington School
98028	Debra Holden	Guid. Counselor	Clary Magnet School
98032	Larry Keefe	Teacher/S.S.	Frazer School
98033	Sue Kowalski	Teacher/Mid. Schl.	Frazer School
98036	Joseph LeMura	Social Worker	Henninger High School
98037	Benjamin Lamanna	Clinical Supervisor	Henninger High School

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
98034	Pam McCarthy	Teacher/Computer Scienc	Central Tech
98035	Rita Goldberg	Guid. Counselor	Central Tech
98038	Jane Greene	Admin. Intern	Central Tech
8020980808	**Eastern Suffolk BOCES**		
98142	Wayne Snell	Cadre Leader	Central Islip School Dist (Retired)
98143	Susan Buckheit	Asst. Principal	Eastern Suffolk BOCES
98144	Nina Deegan	Guid. Counselor	Patchogue-Medford School District
98145	Phil Tutuska	Guid. Counselor	Patchogue-Medford School District
98146	Bob OBrien	Guid. Counselor	Islip School District
98147	Carmella DeFichy	Teacher/H & C	Westhampton Beach
98148	Meredith Arnoux	Guid. Counselor	Westhampton Beach
98149	Margaret Garbarino	Teacher/H & C	West Islip School District
98150	Evelyn Hanlon	Guid. Counselor	West Islip School District
98154	John Volonts	Tech Prep Director	Eastern-Suffolk BOCES
98151	Edwina Foster	Teacher/English	
98152	Jennette James	Teacher/H & C	
98153	Frank Grasso	Guid Counselor	
8020980809	**Onondaga Community College**		
98010	Marcia Drumm	Director	Onondaga Community College
98011	Sue Ann Archibee		Onondaga Community College
98012	Diane Davies		Onondaga Community College
98013	Joy Stanistreet	Coordinator	Onondaga Community College
98014	Heidi D'Amico		Onondaga Community College
98015	Nora Germain		Onondaga Community College
98016	James Hewitt		Onondaga Community College
98017	Jim Paccia		Onondaga Community College
98018	Tamara Stewart		Onondaga Community College
98019	Mary Volkomer		Onondaga Community College
98020	Judy McClennan		Onondaga Community College
98021	Chris Smith		Onondaga Community College
98022	Bonnie Van Benschoten		Onondaga Community College
8020980810	**Erie 1 BOCES**		
98202	Joyce Huen	Cadre Leader	Orchard Park Middle School
98203	Jerald I. Wolfgang	Tech Prep Coord	Erie 1 BOCES
98204	Katherine Smith	Teacher/H & C	Alden Middle School
98205	Barbara Synder	Teacher/Schience	Roosevelt School #65
98206	Tia Derenberger	Teacher/Science	Roosevelt School #65
98207	David Sully	Teacher/English	Hamburg Middle School
98208	David Corp	Library Media Specialist	Hamburg Middle School
98209	Nancy Moden Lambert	Teacher/Technology	Iroquois Middle School
98210	Anne Spadone	Teacher/Business	Lackawanna Middle School
98211	Annette Kikoleca	Teacher/Home Economics	Lackawanna Middle School

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
98212	Joanne Barba	Teacher/English	Lakeshore Middle School
98213	Jodi Augustyniak	Guid. Counselor	Tonwanda Middle School
98214	Josselyn Sanborn	Guid. Counselor	Williamsville Central Schools

8020980811 Dutchess BOCES

98075	Robert Barnes	Teacher/5th Grade	Rondout Valley Middle School
98074	Beth Barlow	Faculty	Alt. School at Tillson
98076	Sheryl Delano	Teacher/6th Grade	Rondout Valley Middle School
98077	Marie Elliott	Teacher/H & C	Dover Middle School
98078	Sue Frank	Teacher/H & C	Pawling Jr/Sr High School
98083	Jane Freeman	Guid. Counselor	Pawling Jr/Sr High School
98079	Dorathea Rottkamp	Teacher/S.S.	Pawling Jr/Sr High School
98081	John Russo	Teacher/S.S.	Pawling Jr/Sr High School
98084	Laura Williams	Guid. Counselor	Dover High School
98085	Barbara Wilson	Guid. Counselor	Dover Middle School
98082	Ellen Wolf	Tech Prep Coord	
98080	Steve Pascarella	Teacher/English	

8020980812 Finger Lakes Community College

98094	Rebecca Gamba	Tech Prep Director	Finger Lakes Tech Prep Consortium
98092	Gail Arnold	Cadre Leader	Marcus Whitman Central School
98093	Richard Arnold	H.S. Principal	Naples Central School
98086	Kathy Edwards	Teacher/H & C	Marcus Whitman Central School
98087	Dana Ford	Teacher/English	Lyons Central School
98088	Sandy Mulligan	Teacher/English	Naples Central School
98089	Jessica Pepe	Teacher/Science	Lyons Central School
98090	Michael Smith	Teacher/S.S.	Marion Central School
98091	David VanGorden	Teacher/Technology	Palmyra-Macedon Central School

8020980813 Queensborough Community College

98063	Douglas Avila	Teacher/ESL	IS 235
98064	Carol Harley	Teacher/Reading	IS 109
98065	Alex Hasapis	Teacher/Math	IS 204
98066	Claire Scesnez	Teacher/S.S.	IS 10
98067	Al Torres	Teacher/Technology	IS 145
98068	Anthony Wansur	Teacher/Science	IS 109
98069	Mary Anne Meyer	Cadre Leader	QCC
98070	Victor Maiocana	TP Prog. Direct	QCC
98071	Michael Beitchman	Asst. Principal	IS 109
98072	Katie Olivella	Asst. Principal	IS 204
98073	Helene Schaumberger	Admin. CSD 30	CSD 30

8020980814 SUNY Delhi

98215	Elizabeth Barnes	Guid. Counselor

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
98216	Shayne Gowen	Guid. Counselor	
98217	Nenette Greeno	Guid. Counselor	
98218	Christine Hamill-Brady	Director of Guidance	
98219	Joanne Lanfear	Guid. Counselor	
98220	David Lewis	Guid. Counselor	
98221	Mary Ann Luciano	Cadre Coordinator	Catskill Regional Teacher Center
98222	Nancy Macdonald	Tech Prep Coordinator	SUNY Delhi
8020980815	**Niagara County Community College**		
98001	Donna Larson	Co-Coordinator	Niagara County Community College
98002	Christine Wolansky	Co-coordinator	Niagara County Community College
98003	Eric Walos		Niagara County Community College
98004	Cathy Tobin		Niagara County Community College
98005	Michael Lieber		Niagara County Community College
98006	Angelo Deluisio		Niagara County Community College
98007	Kathy Saunders	STW Tech Asst.	Niagara County Community College
98008	Diane Donn	STW & NCCC Coop	Niagara County Community College
98009	John Craig	Niagara Cty. TP	Niagara County Community College
8020980817	**Oneida-Madison BOCES**		
98049	Judy McPherson	Teacher/H & C	Perry Jr. H. S. - New Hartford
98050	Deborah Santow	Guid. Counselor	Perry Jr. H. S. - New Hartford
98051	Mary Widomski	Lib. Media Spec	Donovan Middle School
98052	Linda Tuggey	Teacher/H & C	Donovan Middle School
98053	Marilyn Knarvik	Teacher/English	Westmoreland Middle
98054	Jane Winker	Cadre Leader	Westmoreland H.S.
98056	Drusilla Horn	Teacher/H & C	Whitesboro Middle School
98057	Cathy Loiacono	Guid. Counselor	Whitesboro Middle School
98058	Rosemary Maurer	Teacher/Science	Whitesboro Middle School
98059	Pauline Rogers	Tech Prep Coord	
98055	Franco DiPasqua	Teacher/Math	Whitesboro Middle School
98060	Michael Hargreaves	Principal	Perry Junior High School
98061	Coky Humphreys	Parent Advisor	
98062	Joanne Usyk	Student Advisor	
8020980818	**Bronx Community College**		
98191	Sharon Brooks	Guid. Counselor	I.S. 158 Dist. 12
98192	Ben Feldman	Guid. Counselor	I.S. 141 Dist. 10
98193	Ingrid Glanzrock	Teacher	I.S. 143 Dist. 10
98194	Glenda Hauer	Career Teacher	I.S. 141 Dist.10
98195	Shirley Hughes	Cadre Leader	J.H.S.149 Dist. 7
98196	Karen Morgan	Guid. Counselor	I.S. 139 Dist. 7
98197	Mary Nicolichi	Guid. Counselor	I.S. 141 Dist. 10
98198	Olivia Owens	Guid. Counselor	I.S. 22 Dist. 9
98199	Joan Prince	Teacher/Art	I.S. 143 Dist. 10

Attachment A

Tech Prep Middle School Cadres

ID_NO	FULNAME	TITLE	AGENCY
98200	Marilyn Rose	Guid. Counselor	I.S. 145 Dist. 9
98201	Adam Yeager	Teacher/S.S.	I.S. 141 Dist. 10
80209808l9	**Nassau BOCES**		
98158	Erika Rubrum	Guid. Counselor	Carle Place Middle School
98155	Erica Fallick	Teacher/H & C	Carle Place Middle School
98159	Mario Salcedo	Guid. Counselor	J. Dodd JHS - Freeport School Dist
98160	Denise Lloyd	Guid. Counselor	J. Dodd JHS - Freeport School Dist
98161	Barbara Goodstone	Guid. Counselor	Mineola Middle School
98162	Jeanette Magnuson	Chair/Guidance Counselo	Massapequa High School
98164	Ann Sendar	Chair/Guidance Counselo	AG Berner JHS - Massapequa SD
98165	Pam Gardella	Guid. Counselor	F. Carey High School Sewanhaka SD
98157	Dorothy Thompson	Chair/H&C Skill Teacher	Elmont Memorial HS - Sewanhaka SD
98167	Stuart Grossman	Guid. Counselor	Westbury Middle School
98170	Diane Schneider	Cadre Leader	
98169	Mary Mirabito	Tech Prep Coord	
98156	Diane Wainsor	Teacher/H & C	AG Berner JHS
98163	Joan Blednick	Assoc. Principal	AG Berner JHS
98168	Calley Bittel	Cadre Leader	
98166	Dennis Hinson	Assoc. Principal	Westbury Middle School, Westbury SD
8020980820	**Alfred State College**		
98095	Jim Blizzard	Tech Prep Coord	Alfred State College
98096	Mary Moretti	Cadre Leader	Wellsville School District
98097	Joseph DioGuardi	Cadre Leader	Wellsville School District
98098	Barbara Bergerson	Special Ed.	Wellsville School District
98099	Ann Connolly	Guid. Counselor	Wellsville School District
98100	Matthew Finn	Teacher/Math	Wellsville School District
98101	Michael McArdle	Principal	Wellsville School District
98102	Sandy Keough	Curr. Coordinator	Wellsville School District
98104	Jerry Mottern	Special Ed.	Wellsville School District
98105	Seth Hopkins	Teacher/English	Wellsville School District
98106	Ron Angood	Guid. Counselor	Wellsville School District
98107	Donald Cinque	Career Dev.	Wildwood Education Center
98108	James Bjornvick	Exper. Ed. Coor	Alfred State College
98103	Connie Synakowski	M S Principal	Alfred State College

Total Cadre Members: 222

Attachment B

List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
Alfred State College								
Business Luncheon	30	3	1	6	13	5	2	0
Career Fai	45	3	2	22	6	10	2	0
Career Fair	73	5	2	41	13	10	2	0
Career Fair	50	4	2	24	8	10	2	0
Career Fair	63	4	2	33	11	10	3	0
Career Fair	40	3	2	16	7	10	2	0
CareerNet Course	61	2	3	0	13	31	12	0
Groundhog Job Shadow Day	40	3	4	5	11	15	2	0
The School to Work Connection, buil	20	9	10	0	0	1	0	0
Total Participants:	**422**	36	28	147	82	102	27	0
Total Events: 9								
Bronx Community College								
An Introduction to Gender Equity	87	76	3	0	0	0	0	8
Integrating Career Awareness	26	24	1	0	0	0	0	1
World of Work	12	5	1	0	0	0	0	6
You-Your Comm. & The World of Work	2	0	1	0	0	0	0	1
Business and Career	16	15	1	0	0	0	0	0
High School Articulation	144	11	3	130	0	0	0	0
Steering Committee Meeting	14	0	5	0	0	0	9	0
Harmony Council	14	4	2	8	0	0	0	0
Career Day at IS 137	60	14	3	0	8	29	6	0
Total Participants:	**375**	149	20	138	8	29	15	16
Total Events: 9								
Broome-Tioga BOCES								
Young Women's Inst. of Technology	16	8	0	4	4	0	0	0
Out of Bounds	4	4	0	0	0	0	0	0
Parent Career Connection Workshop	449	0	6	438	0	0	0	5
The Future is Yours Program	136	4	2	130	0	0	0	0
Parent Career Tips Brochures	0	0	0	0	0	0	0	0
School-to-Careers Partnership	8	0	0	0	0	0	0	8
8th Grade Career Knowledge Survey	1,000	22	11	438	0	0	0	529
Whaddya Wanna Bee	221	0	0	194	0	27	0	0
School to Careers ?Tech Prep Best P	23	19	2	0	0	0	0	2
Out of bounds Train for MS Teachers	28	27	1	0	0	0	0	0
Working with MS students- car goals	10	0	10	0	0	0	0	0
Total Participants:	**1,895**	84	32	1,204	4	27	0	544
Total Events: 11								
Cattaraugus - Allegany BOCES								
CDOS Awareness for Employer:	20	0	0	0	0	20	0	0

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List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
CDOS Awareness for Superintendents	2	0	0	0	0	0	0	2
CDOS Awareness & Integration	120	117	3	0	0	0	0	0
CDOS Awareness & Integration	67	63	2	0	0	0	0	2
CDOS Awareness for Employers	35	0	0	0	35	0	0	0
Career Portfolio	37	3	1	33	0	0	0	0
Career Portfolios	37	34	2	1	0	0	0	0
Total Participants:	**318**	217	8	34	35	20	0	4
Total Events: 7								
Dutchess BOCES								
CDOS Updates	8	7	0	0	0	0	0	1
CDOS training, charting and modelin	9	9	0	0	0	0	0	0
CDOS Training, charting and modelin	8	8	0	0	0	0	0	0
Faculty Meetings	35	33	1	0	0	0	0	1
Materials update with 6th grade fac	3	3	0	0	0	0	0	0
Materials Update with 7th grade fac	8	8	0	0	0	0	0	0
Materials update for 8th grade facu	6	6	0	0	0	0	0	0
Second Goal Setting Training	37	31	2	0	0	0	0	4
Training	7	6	0	0	0	0	0	1
Total Participants:	**121**	111	3	0	0	0	0	7
Total Events: 9								
Eastern Suffolk BOCES								
Middle School Career Dev. Workshop	24	15	5	0	0	0	0	4
Career Planning & Computer Appl	17	0	15	0	0	0	0	2
Intro. to Car. Dev. for MS Students	22	14	8	0	0	0	0	0
Multi-Media Careers for N.American	32	21	2	0	0	0	5	4
Cyber career Development for Middle	22	10	8	0	0	4	0	0
Preparing Students	230	183	24	0	7	9	0	7
Emerging High Tech Careers	53	15	2	0	0	10	0	26
Information on Careers and TP	579	0	0	0	0	0	0	579
Total Participants:	**979**	258	64	0	7	23	5	622
Total Events: 8								
Erie 1 BOCES								
Tech Prep Middle School Workshop	89	89	0	0	0	0	0	0
Tech Prep Gender Equity Workshop	38	32	1	0	0	0	0	5
Tying It All Together	37	36	1	0	0	0	0	0
CDOS/Scans/School-to-Work (a.m.)	44	42	2	0	0	0	0	0
Out-of-Bounds Activities (p.m.)	26	26	0	0	0	0	0	0
School-to-Work Awareness Workshop	89	74	3	0	0	0	0	12
Total Participants:	**323**	299	7	0	0	0	0	17
Total Events: 6								

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List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
Finger Lakes Community College								
Superintendent Conference Day	19	8	8	0	0	0	0	3
Gender Equity and the World of Work	16	11	3	0	0	0	0	2
Canandaigua Academy Faculty Meeting	70	65	5	0	0	0	0	0
Superintendent Conference Day CDOS	10	9	1	0	0	0	0	0
Preparing Students for a Changing E	52	36	10	0	0	1	0	5
Career Awareness and Equity Worksho	13	10	2	0	0	0	0	1
Sexual Harassment Workshop	5	4	1	0	0	0	0	0
Total Participants:	**185**	143	30	0	0	1	0	11
Total Events: 7								
Monroe Community College								
The Changing World of Work- Mtg Cha	30	30	0	0	0	0	0	0
Importance of Career Education in a	98	98	0	0	0	0	0	0
Meeting the Challenge	212	172	25	0	0	0	0	15
Meeting the Challenge	130	85	23	0	0	0	0	22
Career Education in the Middle Scho	25	25	0	0	0	0	0	0
Parent Awareness	1,000	0	0	1,000	0	0	0	0
Total Participants:	**1,495**	410	48	1,000	0	0	0	37
Total Events: 6								
Nassau County Tech Prep Consortium								
Integration- CDOS Skills into Curr.	13	3	6	0	0	0	0	4
Connceting Activities	44	24	16	0	0	0	0	4
MS career plan development	116	81	4	0	15	10	6	0
Contextual Integrated and applied l	45	35	8	0	0	0	2	0
Planning Developing and implementin	48	46	2	0	0	0	0	0
How to Establish a Career Resource	38	10	2	26	0	0	0	0
Career Development Process	63	49	14	0	0	0	0	0
Linking New Academic Standards to W	153	0	2	150	0	0	0	1
Training Program for Volunteers to	15	2	2	11	0	0	0	0
Integration of Carer Dev and Occ st	13	10	2	0	0	0	0	1
Helping Parents Guide Their Child	47	1	45	0	0	0	0	1
Workplace Visits	12	9	2	0	0	0	0	1
Developing Workplace Connection and	6	1	1	4	0	0	0	0
Parent Teacher Studnets Career Dev.	28	0	2	25	0	0	0	1
Developing Gender Equity Activities	8	4	1	3	0	0	0	0
Parent Involvement in Career Develo	154	4	150	0	0	0	0	0
Reviewing and Restructuring the Car	45	35	10	0	0	0	0	0
Developing a publication of career	80	5	2	0	0	73	0	0
Total Participants:	**928**	319	271	219	15	83	8	13
Total Events: 18								

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List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
New York City Technical Coll/CUNY								
Professional Development Day	53	47	3	0	0	0	0	3
Choosing a High School	20	0	0	20	0	0	0	0
Choosing a High School	16	0	0	16	0	0	0	0
Parent as Educator	14	0	0	14	0	0	0	0
Sexual Harassment in the Schools	40	38	2	0	0	0	0	0
School to Careers/Work	20	16	3	0	0	0	0	1
School to Work as it relates to you	15	0	1	10	0	0	0	4
Career Information and Parents	14	0	0	14	0	0	0	0
Intro To STW & Learning Standards	15	0	0	15	0	0	0	0
Learning Standards	35	35	0	0	0	0	0	0
Total Participants:	**242**	136	9	89	0	0	0	8
Total Events: 10								
Niagara County Community College								
Partners in Pride Presentation	18	1	0	0	4	12	0	1
Out of Bounds Training	6	6	0	0	0	0	0	0
Career Awareness Session	35	4	1	30	0	0	0	0
Middle School Workshop	10	10	0	0	0	0	0	0
Tech Prep Conference	12	10	2	0	0	0	0	0
Parent Open House	21	5	1	15	0	0	0	0
County-wide Counselor Assoc. Lunch	30	1	29	0	0	0	0	0
Gender/Equity Career Planning	77	1	0	0	4	12	0	60
Exec. Board Mtg. NYS Technology Ed	20	18	0	0	0	0	0	2
Faculty Meeting	80	73	5	0	0	0	0	2
Afternoon Presentation	40	40	0	0	0	0	0	0
STW Presentation - College Class	30	25	0	0	0	0	0	5
State Conference Workshop	80	75	5	0	0	0	0	0
Out of Bounds Training	62	58	0	0	0	0	0	4
Workshop on Awareness	65	58	1	0	0	0	0	6
In Service Workshop	55	52	1	0	0	0	0	2
NYS Standards & Curriculum Integrat	50	47	0	0	0	0	0	3
Middle School Workshops	10	8	2	0	0	0	0	0
Student Awards Dinner	200	45	2	140	0	0	0	13
Second Annual WNY Conference (STW)	225	150	10	0	0	40	0	25
Total Participants:	**1,126**	687	59	185	8	64	0	123
Total Events: 20								
Oneida-Madison BOCES								
Taking Your Students Out of Bounds	77	57	10	0	0	0	0	10
Out of Bounds Training Workshop	14	13	1	0	0	0	0	0
Taking Your Students Out of Bounds	24	19	5	0	0	0	0	0
Taking your Students Out of Bounds	35	29	2	0	0	1	0	3
Taking Your Students Out of Bounds	67	59	3	0	0	0	0	5
Gender Equity conference in DesMoin	0	0	0	0	0	0	0	0

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List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
Total Participants:	**217**	177	21	0	0	1	0	18
Total Events: 6								
Onondaga Community College								
CNY Tech Prep Consortium	20	16	3	0	0	0	0	1
CNY Tech Prep Workshop presentation	60	50	3	2	0	0	0	5
CNY Tech Prep Cadre Workshop Presen	20	16	2	0	0	0	0	2
CNY Tech Prep Cadre peer training	29	25	4	0	0	0	0	0
CNY Tech Prep Cadre Peer Training	28	24	1	3	0	0	0	0
CNY Tech Prep Cadre Open House	121	0	0	121	0	0	0	0
CNY Tech prep Cadre Newsletter	500	454	23	0	0	0	0	23
Total Participants:	**778**	585	36	126	0	0	0	31
Total Events: 7								
Orange County Community College								
CDFSC: Promising Practices	90	70	10	2	2	5	1	0
CDFSC: Promising Practices	100	80	10	2	2	5	1	0
CDFSC: Promising Practices	90	70	10	2	2	5	1	0
CDFSC: Promising Practices	90	70	10	2	2	5	1	0
CDFSC: Promising Practices	90	70	10	2	2	5	1	0
CDFSC: Promising Practices	90	70	10	2	2	5	1	0
Car. Dev. Cadres for School Comm.	83	65	8	3	1	4	2	0
Incorp. Equity in STW and the CDOS	73	70	3	0	0	0	0	0
porating Equity in STW and CDOS	73	70	3	0	0	0	0	0
Enviro-Care: A Classroom to Work Ac	43	37	6	0	0	0	0	0
JOB SHADOWING	20	20	0	0	0	0	0	0
School to Work Reforms and the PTA	8	0	0	8	0	0	0	0
Strengthening STW Links	55	50	5	0	0	0	0	0
Special Education In-Service: STW	20	20	0	0	0	0	0	0
PTA STW Working in the Midd!e Schoo	18	0	0	18	0	0	0	0
STW Working in an inclusion classro	16	13	1	0	0	0	0	2
Promising Practices: Bringing Job S	63	50	5	2	1	4	1	0
Promising Pract: Incorp Equit	63	50	5	2	1	4	1	0
Total Participants:	**1,085**	875	96	45	15	42	10	2
Total Events: 18								
Queensborough Community College								
Turn key Training at IS 235	30	23	2	0	0	0	0	5
Part I Turnkey Training / faculty C	41	39	1	0	0	0	0	1
Cognitive Analytic Strategy/ class	22	22	0	0	0	0	0	0
Cognitive Analytic Strategy in the	55	50	2	0	0	0	0	3
Turnkey Training / Faculty conferen	59	49	3	2	2	0	0	3
Cognitve Analytic Strategy in class	59	50	2	2	2	0	0	3
turnkey Training	60	52	3	0	3	0	0	2

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NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
Cog/ analytic Strategy in the class	19	19	0	0	0	0	0	0
Career Day	125	60	4	0	10	46	0	5
Parents Meeting on Career Explorati	20	2	0	15	0	0	0	3
Counselor Training at CSD#30	30	0	28	0	1	0	0	1
Counselors Training in CSD # 30 Ses	30	0	28	0	1	0	0	1
Exploring Careers with Parents	60	0	0	60	0	0	0	0
Total Participants:	**610**	366	73	79	19	46	0	27
Total Events: 13								
SUNY Delhi								
Gender Equity in Math & Science Ed	60	60	0	0	0	0	0	0
School Borad Presentation	10	0	0	0	8	0	0	2
PTA Presentation	5	0	0	5	0	0	0	0
Raising Standards in NYS & STW Opp.	11	2	2	0	0	0	0	7
Raising Standards in NYS & STW Opp.	8	1	0	0	0	0	0	7
STW, Raising Standards & the SCANS	14	1	0	13	0	0	0	0
School to Work	4	0	0	1	0	1	1	1
School to Work Presentation	9	0	0	4	4	0	1	0
Raising Standards in NYS & STW Opp.	12	1	8	3	0	0	0	0
STW, Raising Standards & the SCANS	6	0	6	0	0	0	0	0
Total Participants:	**139**	65	16	26	12	1	2	17
Total Events: 10								
Syracuse City School District								
Workshop on the Revision of Career	0	0	0	0	0	0	0	0
Parent and Staff Development	0	0	0	0	0	0	0	0
Realty Store	0	0	0	0	0	0	0	0
Inclusion Workshop	0	0	0	0	0	0	0	0
Awareness session for parents, stud	0	0	0	0	0	0	0	0
Workshops for staff development fac	0	0	0	0	0	0	0	0
K-12 teacher workshops	0	0	0	0	0	0	0	0
Total Participants:	**0**	0	0	0	0	0	0	0
Total Events: 7								
Two Year College Development Center								
CDOS and NYS Learning Standards	96	76	4	0	0	0	0	16
Career Information and Parents	69	13	12	26	0	0	0	18
CDOS and Education Reform	24	4	1	9	3	0	0	7
NYS Learn. Stand. & Career Ed Curr.	25	22	1	0	0	0	0	2
The New Realities	8	0	0	7	0	0	0	1
HFM BOCES- VoTec Recruiting Session	170	2	1	0	60	0	0	107
MS Guidance and Car Dev Trng Wkshop	54	38	9	0	0	0	2	5
The New Realities	14	0	0	12	0	0	1	1
SCANS and Outdoor Education	5	1	0	0	0	0	0	4

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List of Trunkey Training (July 1997 - June 1998)

NYS Tech Prep Middle School Career Development Projects (FY'98)

AGENCY	Total	Teacher	Counselr	Parent	Comm.	Business	Org. Rep	Other
Career Development	23	15	1	3	3	1	0	0
Career Development	11	4	0	5	0	0	0	2
MS Guid. & Car. Dev. Training Wkshp	16	13	2	0	0	0	0	1
Galway Supt. Conf. Day - STW	107	90	3	0	0	10	0	4
"Why Do I Have to Lrn.This, Anyway?	16	8	7	0	0	0	0	1
Community Partners in Education	21	4	2	1	9	0	0	5
Catskill PTSO	10	0	0	10	0	0	0	0
Tech prep Middle School Career Deve	15	11	3	0	0	0	1	0
Parent Night	45	0	1	43	0	0	0	1
NYS CDOS Standards	23	0	0	0	0	0	0	23
Capital dist. Mid. Level mini wkshp	18	9	9	0	0	0	0	0
Capital Dist. Car. Dev. mini wkshp.	18	15	3	0	0	0	0	0
Parent Career Information	19	3	0	16	0	0	0	0
Leadership Academy Fulton CTY CofC	13	0	0	0	0	0	13	0
Berlin	31	15	0	1	0	0	0	15
Rotary	50	0	0	0	0	25	25	0
NYS Learning Standards	96	91	3	0	0	0	0	2
Total Participants:	**997**	434	62	133	75	36	42	215
Total Events: 26								
Total Participants:	**12,235**	**5,351**	**883**	**3,425**	**280**	**475**	**109**	**1,712**
Total Events: 207								